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# Indiana Historical Society

## PUBLICATIONS

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## APPENDIX.

## Effect of the Destruction of Forests on Medicinal Plants.

(From the Address of President Sloan to the American Pharmaceutical Association at Saratoga, September 14, 1880.)

That portion of the valuable paper of Mr. James G. Steele, in relation to the medicinal plants of California, reported at our last meeting, furnishes a fruitful subject for the consideration of our Association, showing as it does the versatility of the vegetable productions of that portion of our country.

I purpose briefly to call your attention to some topics suggested by Mr. Steele's paper. In a paper by Dr. Herman Behr, read before the Academy of Sciences, in San Francisco, in February last, entitled, "Changes in Plant Life on the San Francisco Peninsula," and published in *"The Naturalist"* for August, he says: "All vegetation of our earth is subject to secular changes, and it is not necessary to go to the fossil plants imbedded in coal to find ample proofs of this axiom. The bogs of Northern Europe, the lacustrine dwellings of the Alpine regions, show in different strata the remainder of different forest trees; and in the Atlantic States many acute observers have noticed that the birch gradually supersedes the conifers. Such a process of changes is accelerated, if to the secular process of change is added the powerful agent of human activity." "I have had the good fortune to witness this process in two different quarters of the globe—in Australia and in California. We now come to the causes. It is not only the quiet growth of the city, the sudden change of grade, etc., that have disturbed the original equilibrium in nature, for there still exist lonely, neglected places enough in the immense circumference of the city where an original vegetation could have remained undisturbed, and where it was protected even against the attacks of domestic animals. The vegetation of the peninsula is at present more Australian than Californian, and if it



was not for the beauty of our sequoias, pines, and firs of our mountains, scarcely any California tree would have found admission." "Parallel with this artificial immigration of Australian arborescents goes an herbaceous immigration from Europe and Africa. Our original vegetation has very little power of resistance. Its very variation is a proof of a certain want of vitality."

It also leads to the question whether or not we are losing, or at least diminishing in the production of many of our native medicinal plants, and if in fact the destruction of our forests will not lose to us many of the medicinal herbs and shrubs which we have grown accustomed to regard as inexhaustible, simply because they were indigenous.

In this connection the query naturally arises: Can they be successfully cultivated? That is, will it be profitable to do so? And will the cultivated possess the therapeutic virtues of the natural plants?

It is to the topics suggested by these questions that I call your attention, and if a ray from my candle, the slightest glimmer, can lend to call the attention of the able and well-equipped corps of botanical investigators to the discussion of this important economical subject, the object of what I have further to lay before you will be fully accomplished.

In order to collect facts bearing upon this subject, letters of inquiry were addressed to a number of growers and dealers in native and naturalized medicinal plants, asking the following questions:

"What influence does the destruction of the forests have upon the production of indigenous and naturalized medicinal plants?"

"Can the more valuable of them be cultivated? If so, will it be profitable to do so, and are their medicinal virtues affected by cultivation?"

The answers received were in the main very meagre; still I am hopeful that I have secured some facts, not without interest, as bearing on the questions asked. But before laying before you the meagre facts of the modification of our local flora by cultivation of the soil, destruction of the forests, introduction of domestic animals, drainage of large areas, and, perhaps, consequent modification of



the climate affecting indigenous species which I have collected by correspondence, it may be well to summarize briefly the general causes controlling the distribution of the flora.

The distribution of plants is in *space*, that is geographical distribution; and in *time*, that is geological distribution. The plants of any natural geographical region, as Australia, constitute its geographical flora.

Of the geological flora of the different epochs of the earth's growth we need not speak in this connection, as their relations to the matter in hand are very remote. The flora of the Coal Period, so distinct from all others, has left its fern tracery on our Indiana coals. One of that plant group, the male fern (*Filix mas*), is a well-known medicinal species, and suggests to us those early days of the green and growing world scarce yet emerged from its swaddling-clothes, when the ferns and their allies were the principal vegetation.

But pharmacy, as related to vegetation, confines itself to "causes now in operation," and hence to geographical distribution, and whatever medicinal properties the herbs and simples of those early days possessed we pass them and their users by, contenting ourselves with present times and surface work.

The surface distribution of plants is determined more by temperature than any other physical condition. To see this we have only to pass in imagination with Humboldt or Darwin, from the base to the summit of some Alpine peak, through the various regions of palms and tree-ferns, hard-wood trees, cone-bearing species, to the treeless regions, and lastly to the plantless regions of perpetual snow.

If we wish to see these vertical zones reproduced in latitude, we have only to pass over the successive girdles of vegetation from semi-tropical Florida, through New England, to the icy mountains of Greenland.

These five successive earth-belts are characterized by the prevalence of certain of the one hundred and fifty, or thereabouts, natural orders of plants; the same law of limitation applies with still greater force to genera and species.



These botanical zones are not distinctly marked, but shade into each other at the margins; the plants characterizing any given region being most abundant in the middle portion. It follows that if no physical barriers intervene, the floral belts of temperature would be continuous around the earth. But the oceans and the north and south mountain ranges have caused wide diversity in genera and species. In the zone in which Europe and the United States mainly fall, nearly all the species, many genera, and even some orders are different.

The fauna and flora of South America and Africa are as different as possible.

"Exceptions to the general diversity of our plants, compared with European plants, are due to introduced species, to hardy species of wide range in both continents, and to some Alpine species forced southward during the glacial epoch and in after and warmer times retreating, some back to their old northern homes, and others up mountain-sides as far as to their natural zone of temperature."—*Le Conte, Elements of Geology*, page 160.

"All over the northern hemisphere, within the glaciated districts, the summits of lofty mountains produce plants identical with those of the polar regions. In the celebrated case of the White Mountain all the plants are arctic species, none of which exist in the lowlands for nearly a thousand miles north."—*Wallace's Distribution of Animals*, Vol. I, page 42.

The effect of mountain barriers is not better illustrated than in the additions to our medical plants from beyond the Rocky Mountains within the last decade. These, and the Alleghany ranges, divide the United States flora into three subordinate flora, viz., an Atlantic, an interior continental, and a Pacific slope flora, respectively; the latter so well defined because of the great height of the Rocky Mountains.

Besides temperature, and natural barriers affecting the continental distribution, we observe the effects of isolation, notably shown in Australia and Madagascar. To these causes, producing variation in the flora, we must add limitations due to peculiar climates and soils, as in the dry plains of Utah and Arizona.



We thus see readily why there is such a diversity of species in the same latitude; why groups of species confined within defined areas differ from other groups, at times overlapping each other, and again trenchantly separated; and, moreover, why the leaves, fruits, seeds, and roots, used in *Materia Medica*, must be searched for in all latitudes, at every altitude, beyond every mountain barrier, on every wave-washed island, and even in the great swamps and desert areas of the earth.

These commodities, therefore, unlike air and water, must, in the nature of the case, be articles of commerce, of export and import, subject to the great law of supply and demand, of production and consumption. If scarce in any given locality they will be high in price; if abundant, cheap; if far off, valuable; if near at hand, of little worth. I recognize fully the fact that this is purely a commercial question, but this rather increases than decreases its significance; hence it is in view of its commercial importance that the question is raised.

The great law of supply and demand always will, as it always has, gradually settle the question as to source and cost of any medicinal drug, in spite of latitude, altitude, barriers, isolation, soil and climate, devastation of forests, and partial destruction or total extinction of native flora.

But to return to the original question. In my own section, a few years ago, *senega*, *hydrastis canadensis*, *cyripedium pubescens*, and several other articles were freely offered, while ginseng (*panax quinquefolia*) was in profuse abundance, being gathered and shipped by the ton. Of these, with the exception of the latter, I have scarcely had a sample offered in nearly twenty years. This locality was heavily timbered, and a dense undergrowth prevented to a great extent the pasturage of the land. After the undergrowth was cleared, even if the timber was left standing, the soil became more dry. The pasturing of the land by the various domestic animals has also contributed towards the eradication of small plants and shrubs.

A writer from Central Illinois says:—"We have this year imported some thirty varieties of medicinal seeds and had them scat-



tered for cultivation; this is our first experiment." He has made repeated efforts to sprout ginseng-seed and has not yet succeeded, and has no knowledge of success of any other cultivator.

Another, writing from Missouri, says the principal medicinal plants that have become scarce from the clearing of the country are ginseng, senega, serpentaria, spigelia, arum triphyllum, trillium, cyripedium and hydrastis. Many others that were formerly abundant in Ohio, Indiana, and Illinois are now very scarce there, and are largely supplied from the States west of the Mississippi. The increased facilities for transportation have tended to keep the prices down, with the exception of the few articles that have a foreign demand. A new source of supply for serpentaria has been found in the Indian Territory, where also several of the minor roots are produced.

In regard to the cultivation of the medicinal plants, the experiment has been tried, with many articles successfully as to the product, but not as to the financial results. Althea, taraxacum, calamus, and the docks are notably superior to the imported and the wild. One cause of this is that, being biennials, they can be dug at the proper time of the second year. He also reiterates what has already been said in regard to ginseng, and adds, which is probably the solution of the question, that it requires from six to ten years' growth before it is large enough to have a market value.

A friend in Southern Ohio says ginseng, which was formerly very abundant, is now scarce. Cyripedium pubescens, once abundant, is now hardly found in Ohio. Dioscorea villosa is almost entirely extinct in his neighborhood, there hardly being enough to furnish a botanical specimen; but he has succeeded in cultivating it for that purpose without trouble, although the rhizoma is now supplied by Kentucky and Virginia.

Polemonium reptans, once found in abundance near Cincinnati, is now difficult to find in the State. Arum triphyllum is very scarce. Formerly the hills around the city furnished it in abundance. Senega is exterminated, and this seems to be true of senega wherever civilization extends. Ptelea trifoliata, once plentiful, is now very scarce, and the supply now comes from between Madison



and Jeffersonville, in Southern Indiana, and from the Southern States. *Capsella bursa-pastoris* is now very common along the roadside and in old fields, having been introduced from Europe.

Another correspondent, writing on the subject, says: "I have had experience in the cultivation of open-field plants, as catnip, motherwort, pennyroyal, peppermint, sculleap, the docks, dandelion, comfrey, etc., and have never received any evidence that cultivation affected their medicinal properties. I have seldom employed the seed from cultivated plants—not from any theory, but for convenience. Have grown *sanguinaria canadensis* and *podophyllum peltatum* in shady gardens." It is a well-known fact that these latter plants require shade, as they invariably disappear when exposed to the sun.

Another writer says: "It is palpable that articles are disappearing, and some must soon become extinct. One portion entirely refuses cultivation from any known treatment, while others cannot be produced at the present prices received by growers."

A gentleman of large experience in the handling of this class of drugs, writes as follows: "The clearing of forests and the introduction of domestic animals have a tendency to displace most of the medicinal plants indigenous to our forests and open prairies. The advance of civilization and emigration crowds out the native plants, and introduces in their stead plants of different habits. In our opinion it is only a question of time for many of these to become nearly, if not entirely, extinct."

In relation to their cultivation, he says "that although we have experimented for a number of years, in a limited degree, upon our herb farm, we are not prepared to say that many of them could be perpetuated by cultivation. It would require a very careful study of their native and individual characters of growth. So far we have succeeded only in a very limited degree, and of course it has not been a source of profit. Our experience has been that cultivation of medicinal plants (if successful) improves their appearance, and that they retain their medicinal value in proportion as the conditions of soil and temperature which their native habits require are artificially supplied."



I herewith append a list of the more staple of the medicinal herbs, roots and barks which in our opinion are affected by the causes mentioned. While the rapidly increasing population greatly augments the consumption of medicinal plants, the emigration of our people over the borders of our frontier correspondingly decreases the source of supply.

- Prickly-ash-bark (*Xanthoxylum fraxineum*.)
- Prickly-ash-berries (*Xanthoxylum fraxineum*.)
- Tag alder (*Alnus rubra*.)
- Barberry (*Berberis vulgaris*.)
- Boxwood (*Cornus florida*.)
- Butternut (*Juglans cinerea*.)
- Wild-cherry (*Prunus serotina*.)
- Slippery-elm-bark (*Ulmus fulva*.)
- Bethroot (*Trillium pendulum*.)
- Bloodroot (*Sanguinaria canadensis*.)
- Canada snakeroot (*Asarum canadense*.)
- Blue cohosh (*Caulophyllum thalictroides*.)
- Red cohosh (*Actea rubra*.)
- White cohosh (*Actea alba*.)
- Ginseng (*Panax quinquefolium*.)
- Golden seal (*Hydrastis canadensis*.)
- Gold thread (*Coptis trifolia*.)
- Wild-turnip (*Arum triphyllum*.)
- Wild-indigo (*Baptisia tinctoria*.)
- Crawley (*Corallorrhiza odontorhiza*.)
- Black cohosh (*Cimicifuga racemosa*.)
- Sassafras (*Sassafras officinale*.)
- Spikenard (*Aralia racemosa*.)
- Wahoo (*Euonymus atropurpureus*.)
- Mandrake (*Podophyllum peltatum*.)
- Princes pine (*Chimaphilla umbellata*.)
- Senega (*Polygala senega*.)
- Wintergreen (*Gaultheria procumbens*.)
- American sarsaparilla (*Aralia nudicaulis*.)
- Yellow parilla (*Menispermum canadense*.)



It has been demonstrated that medicinal plants of nearly every kind can be cultivated in botanical gardens (our medium latitude favoring us) by a careful selection of a varied surface and a close observance of their habits. One correspondent describes such a garden in successful operation near Cynthiana, Ky., of which he says: "I found specimens in abundance of the kinds of medicine which I would have chosen to treat every form of disease, from the cold plague of the Arctic regions to the yellow fever of the Southern States."

It is well known that almost every evergreen tree is more or less medicinal, as are also the hard-wood trees to a great extent, while in all the large forest trees of this country there is scarcely a virulent poison.

The similarity of the reports from various sections of the country indicate that the destruction of the forests and the advance of civilization are having the effect to exterminate many of our native medicinal plants; and it is shown that many articles can be grown successfully both as to profit and medicinal virtue, while others utterly refuse to be cultivated.

The genius of our government it seems is not yet disposed to encourage, or at least to assume, the experiment of the cultivation of plants either for technical or medicinal purposes. Should it be deemed desirable, this may be accomplished by our various State pharmaceutical associations working in connection with the different State boards of agriculture, under whose influence the experiments might be made.

While it may be true we stand in no fear of an impending famine of native drugs, we may still draw a lesson from the ruthless destruction of the cinchona forests of South America. In a like manner the destruction of the wild-cherry and black walnut in our own land is being as thorough and vastly more rapid, and still there does not appear to be any organized effort to replace them. They are both trees of moderately rapid growth, and a trifling expense would plant them by acres.

There is a well-founded belief that forests have a marked influence upon the rain-fall, and where they are absent the climate



becomes arid. At the present rate of the destruction of our forests, without any effort to replace them, a marked influence must eventually be exerted upon the climate. This, together with the destruction of native medicinal plants which accompanies it, is a matter of considerable importance, and deserves the careful consideration of all men who desire to promote the prosperity of their country or the welfare of their kind. It would be well if this matter should receive attention before it is too late. It is a subject well worthy of the attention of the statesman, the scientist, and the philanthropist.

He who loves his country would not willingly see its fruitful fields become a desert waste. The student of nature loves to see her productions thriving under the most favorable circumstances, her trees and plants growing thriftily, sheltering an abundant and varied animal and insect life therein, and her streams flowing freely along, freighted with the life that is native to their waters, each and all furnishing him an innumerable variety of material for his investigations.

The philanthropist, the physician, the man who loves his fellow man, and would relieve him of suffering, either mental or physical, would not willingly behold the destruction of the means by which he could work their cure.

It has been said that "he who causes two spears of grass to grow where only one grew before is a benefactor of mankind." And if this is true of the grass, which only nourishes, how much more so of the plants which bear healing in their veins for the suffering and pains of humanity.

Is there a nobler aim for man than the alleviation of suffering? The physician who relieves the pain of the physical system alleviates also the suffering of the human mind, for each so acts upon the other than man cannot separate them; and he who plants a tree whose umbrageous branches shall be a welcome shelter from the noonday heat, or in whose veins a healing balm shall be found, has not lived in vain, but merits the blessing of God and the gratitude of man.



## SKETCH OF THE AUTHOR.

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George White Sloan, author of the preceding address, was born at Harrisburg, Pa., June 28, 1835. His father, John Sloan, a cabinet-maker and undertaker, decided to remove to the West, intending to locate at Chicago. With his family in charge, in the spring of 1837, he came down the Ohio river to Madison, Ind., and there started over the Michigan road, a thoroughfare of emigration from Madison to Chicago. Arriving at Indianapolis he found a number of Harrisburg people and a congenial place to settle. The canal was being built, the old State-house was nearing completion and the town was on a boom. He settled in Indianapolis and opened an undertaking establishment where L. S. Ayres's store is now situated—Nos. 33 to 37 West Washington street.

George W. Sloan inherited intelligence, energy and pluck. In his youth nearly all schools were private and he attended the first school in Marion county sustained in part at public expense. It was located on the northwest side of Kentucky avenue, just above Maryland street, and the teacher was Alexander Jameson, father of Dr. Henry Jameson. He attended also the old Marion County Seminary on University square, and a school on Pennsylvania street, just above the site of the First Baptist Church, kept by the Rev. William A. Holliday.

In 1848, as a clerk, he entered the drug store of his uncle, David Craighead, located on Washington street, three squares east of Dr. Sloan's present store. In 1850 Mr. Craighead, who had formed a partnership with Robert Browning, moved to East Washington street. In 1854 Mr. Craighead died and Mr. Browning bought his interest. In 1862 Mr. Sloan became a full partner of Mr. Browning. In 1886 the firm met financial ruin and Dr. Sloan went forth penniless. His friends aided him in organizing the Sloan Drug Company, which has been a success. Within recent years he moved to 22 West Washington street.

In 1850, when he first began to sell drugs on Washington street, there were only four drug stores in the city, and they were kept by William Hanneman, Dr. Samuel Ramsey, David Craighead and Tomlinson Bros.



Dr. Sloan was a member of the One-hundred-and-thirty-second Indiana Volunteers during the war for the Union, and has long been a member of George H. Thomas Post, G. A. R. He served as president of the Board of Trade and was treasurer of Mystic Tie Lodge, F. and A. M., for thirty years. Continuously from 1871 he was a vestryman at Christ Church. He was also a member of the Loyal Legion. He was first president of the Indian State Board of Pharmacy and was its secretary at the hour of his death.

Dr. Sloan was a pharmacist of national reputation and his formulas and advice for manufacturing medicines, particularly tinctures, were used liberally in the United States Dispensatory. He attended the Philadelphia College of Pharmacy a short time before the war for the Union, and studied with such celebrated men as Professors Thomas, Proctor and Bridges, and he also took a special course in chemistry with Professor Parrish, who was the father of American pharmacy. He has been for many years lecturer on pharmacy in the Indiana Medical College, which honored him with the degree of M. D. In recognition of his services to pharmacy (and these services were never selfish) Purdue University gave him the degree of Doctor of Pharmacy. In 1879 and 1880 he was president of the American Pharmaceutical Society, and in May, 1900, he was made one of its five trustees. He was one of the few life members of that organization—another honor in recognition of his services—and during his decades of membership had made friends with the most advanced pharmacists and chemists of the country. Among these friendships none were so great as those of Joseph R. Remington, of Philadelphia, author of the "Practice of Pharmacy"—the vogue for many years and still so—and the recognized head of American pharmacy, and John Uri Lloyd, of Cincinnati, author of "Etidorpha" and "Warwick of the Knobs." Mr. Lloyd had a warm personal regard for Dr. Sloan and visited him several times in his last illness.

Dr. Sloan suffered a stroke of apoplexy on October 25, 1902, and was removed to his home. He improved, but the improvement was never regarded as more than temporary. Several times he made a short sally from his home—where he had lived for thirty



years—but never was there a hope of recovery. A second stroke, on February 15, 1903, was followed by death a few minutes later.

Dr. Sloan was married in Indianapolis in 1867 to Miss Caroline Bacon, daughter of Hiram Bacon, one of the pioneers of the city. Mrs. Sloan and three children—George B. Sloan, Mary A. Sloan and Frank T. Sloan—survived him, as did also two sisters Mrs. Mary A. Clark and Miss Sarah M. Sloan, of Philadelphia.

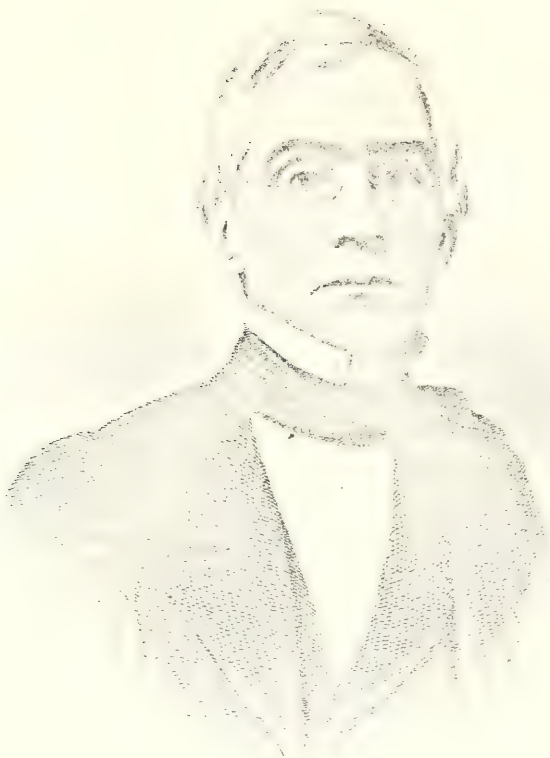
In his later years Dr. Sloan was before the public as a member of the School Board of Indianapolis—a position to which he was elected in 1896, and re-elected in 1899. From the latter date to the time of his death he was president of the board. In his first term he was made treasurer, and was the first treasurer who accounted for the interest on the school funds in his custody.

He was held in universal esteem, and resolutions of esteem and regret were adopted by the School Board, the Indiana Medical Society, various Masonic bodies and other organizations, after his death. His funeral was on February 17th, from Christ Church, and was conducted by the Scottish Rite Masons. The Indiana Commandery, Loyal Legion, of which he was a member, sent an American flag to drape the coffin. This flag, after the services, became the property of the Sloan family. The pall-bearers were Byron K. Elliott, H. T. Conde, James W. Lilly, Charles W. Moores, A. M. Sweeney, Jacob W. Smith, W. A. Taylor and Charles E. Merrifield. The burial was at Crown Hill cemetery.

Special memorial services were held in the public schools on the afternoon of February 7th, and by the Indiana Pharmaceutical Association on June 3, 1903. On November 15, 1903, a memorial service was held at Christ Church, which was participated in by representatives of the Masons, the Loyal Legion, the city schools, the American Pharmaceutical Association and the Episcopal Church.

Dr. Sloan became a member of the Indiana Historical Society in 1873. He did not prepare any papers for its special use, but he was a frequent contributor to the local press in interviews on topics of local history. The preceding paper on "Fifty Years of Pharmacy" was delivered before a local association of drug clerks styled "The White Elephants," and its obvious historical value explains its preservation in the present form by the Historical Society.





*Caleb Mills.*



INDIANA HISTORICAL SOCIETY PUBLICATIONS

VOLUME III

No. VI

CALEB MILLS  
AND THE  
INDIANA SCHOOL SYSTEM

BY  
CHARLES W. MOORES

INDIANAPOLIS  
THE WOOD-WEAVER PRINTING COMPANY  
1905



## PREFACE.

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This volume contains the six letters addressed by Caleb Mills to the Indiana Legislature from 1846 to 1852, and to the Constitutional Convention of 1852, and known as "the six messages," also a memorial address upon Professor Mills by Rev. Joseph Farrand Tuttle, late president of Wabash College. In this reproduction of the Mills papers, the original italics, so far as practicable, have been followed. These papers have been out of print for many years. The reprint of the fourth message may be inaccurate, as the only copy available was an unauthenticated manuscript copy found in the library of Wabash College, and one evidently not compared by the copyist. Of the others, the first message is reprinted from *The Indiana State Journal*, the fifth message is reprinted from the columns of the *Indiana Statesman*, of November 25, 1850, the second and third are from the original pamphlets as printed by private enterprise, and the sixth, as published by the State.

For access to these documents and for valuable help in securing information as to the work of Caleb Mills, recognition is due to Mr. Harry Stringham Wedding, librarian of Wabash College, Professor Henry Zwingli McLain, of Wabash College, and Miss Eliza Gordon Browning, city librarian, and her assistants, in the Indianapolis Public Library.

Indianapolis, February 15, 1905.



## CALEB MILLS AND THE INDIANA SCHOOL SYSTEM.

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It is common tradition that until after the adoption of our modern school system in 1852 the name Hoosier was the synonym for ignorance. In 1790, Gen. Arthur St. Clair, then governor of the Northwest Territory, said of our pioneers, "They are the most ignorant people in the world. There is not a fiftieth man that can either read or write." In 1840, one-seventh of the entire grown population was illiterate, and Indiana stood lowest in intelligence of all the free states. In 1850, the proportion of illiterates had grown to one in every five, and Indiana had fallen below many slave states. Meanwhile, the proportion in Ohio was one in eighteen, and in Michigan, one in forty-four. In Indianapolis the first free public school was not opened until 1853.

Then came "the voice of one crying in the wilderness." A Yankee schoolmaster, Caleb Mills, began to publish in the Indiana State Journal a series of "Addresses to the Legislature," one of the most remarkable series of documents ever issued. These came out on the opening day of the several legislative sessions of 1846, 1847, 1848, and 1850, and of the constitutional convention of 1852. They bore the superscription, "Read, Circulate, and Discuss" and the signature of "One of the People." In them Professor Mills made plain the depths of ignorance to which the state had sunk and outlined his programme of educational reform. These addresses created a profound sensation. Governors adopted them in their official messages, legislators and citizens took them up and discussed and accepted them. They



were known as "The Read, Circulate, and Discuss Pamphlets."

It is to the immigrants from New England that Indiana owes the plan out of which grew its great system of free schools, and it is to New England that Indiana owes many of its educational ideals. In 1833, Caleb Mills, twenty-seven years old, and fresh from Dartmouth College and Andover Seminary, came to Crawfordsville to open a college\* where teachers might be trained for the common schools, and to cast his lot with the pioneers of learning in this wilderness of illiteracy. With him came other collegiates who, for the period of a generation, were to co-operate in awakening public sentiment to the necessity of educating every child in the state. This impulse brought him here. With the tireless energy of the Yankee this apostle of enlightenment continued for twenty years to lift up his voice against the criminal indifference of law-makers and of voters.

Governors in their messages and legislators in their statutes thus far had ignored the crying need of the people. A prophet was needed, who should rebuke without giving offense and arouse without exciting hostility. The first of the six great messages was addressed to the members of the Senate and House of Representatives of 1846. The appeal for free schools was made with wonderful tact and courtesy. There was neither reproach nor bitterness. Its tone was conciliating and kindly; and yet its logic was inexorable as the logic of Euclid. The style of the address was crystal clear. It sparkled with wit and irony and glowed with the eloquence of an advocate who pleads for those he loves. He began adroitly, as if to make it impossible for those to take offense at whom he aimed his shafts. After paying a tribute to the legislative wisdom that no statesman thus

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\*Wabash College.



addressed could resist, he continued, more in sorrow than in anger :

"I have examined the proceedings of the legislature of the last twelve years in earnest expectation of seeing the subject of education discussed and disposed of in some good degree as it deserves at the hands of the appointed guardians of the commonwealth. In this I have been disappointed. \* \* \* The true glory of a people consists in the intelligence and virtue of its individual members, and no more important duty can devolve upon its representatives in their legislative capacity than the devising and perfecting a wise, liberal, and efficient system of popular education. \* \* It is indeed a happy circumstance that proper and efficient action on this subject will awaken no sectional jealousies, alarm no religious prejudices, and subserve the interests of no political party. It is emphatically a topic which, ably discussed and wisely disposed of, will benefit every part of the State, improve every class of community, give permanency to our civil and religious institutions, increase the social, literary, and intellectual capital of our citizens, and add materially to the real and substantial happiness of every one."

Comparing education to a great business enterprise, he goes on :

"We need no foreign capitalist to take such stock, whose dividends will be paid not in some distant city, but at the fireside of every freeman in the commonwealth ; paid not to some lordly banker in gold and silver, but to the children of those who made the investment, in a currency that will never depreciate as long as knowledge is valued and virtue is appreciated. Let us look at our educational necessities and take the gauge of popular ignorance. Let us ascertain how many of our youth are deprived of what should be



the birthright of all, without distinction of rank or color, the means of an education. Let us examine the causes that have rendered our common schools so deficient in number and inefficient in character."

With this preface to a wonderfully illuminating argument for universal education, Professor Mills sets forth a statement of the existing conditions and quotes the well-known rule of Patrick Henry, "Let us know the whole truth, know the worst, and provide for it." With this for a basis he finds the personal argument an effective weapon. "There are gentlemen on this floor," he says, "representing rich and populous counties, who perhaps never dreamed that a sixth, fourth, or third, of their constituents could not read the record of their legislative wisdom, nor peruse the eloquent speeches delivered in these halls and spread over the state at the expense of the commonwealth. \* \* Gentlemen from Jackson, Martin, Clay, and Dubois must feel themselves very much relieved from the burden of sending newspapers and legislative documents to those whom they represent, when informed that only a fraction over one-half of their constituents can read or write."

From the experience of other states he shows that those have the best schools whose citizens are willing to pay for their support from year to year, and that an endowment which does away with taxation altogether is as much of a curse as it is a blessing. "What costs nothing is worth nothing." Then follows a contrast of the school appropriations in the more enlightened states with those of Indiana, concluding with this bit of sarcasm: "What a contrast to the amount Indiana raised upon the same principle! Shall it be stated? Will not the very announcement of it overwhelm the community and call forth a general outburst upon the legislator that had the hardihood to impose such



enormous burdens for such an important object? I will state it in *round* numbers, \$0,000. We have *borrowed* millions for the physical improvement of our State, but we have not *raised* a dollar by ad valorem taxation to cultivate the minds of our children. No wonder we have had log-rolling legislation and practical repudiation! No marvel that Indiana faith has been synonymous with Punic faith and her credit for years a byword in the commercial world. Let it be remembered that the surest safeguards of the peace and prosperity of a community must be sought in its intelligence and virtue. The means of securing these and cultivating crystal honesty in the minds of the rising generation should indeed be ample, free, and universal as the air we breathe."

The causes of inefficiency, he goes on to say, are the want of competent teachers, suitable school books, popular interest, adequate funds, and a way to secure such funds.

It is hard to see how Prof. Mills could have encountered any sentiment hostile to principles that are now so self-evident. To those of us who have grown up under the Mills system of education, his arguments seem axiomatic. And yet the very people on whose behalf his appeal was made, those who bore the awful burden of illiteracy, were the hardest of all to arouse.

His programme outlined in the first address and repeated in varying forms through the rest of the series contemplated (1) the raising of adequate revenues (a) by means of a poll tax to enlist individual interest and (b) an ad valorem tax to enlist property interests; (2) the securing of competent teachers by means of suitable normal training, supervision, and better salaries; (3) proper text books; (4) an aroused public interest that would demand and maintain good schools; (5) a state superintendent to direct the school



system, and (6) an affiliation of all institutions for higher education under state supervision and control as a single great state university, with common and higher standards of admission and graduation, and degrees that would have a recognized value among schoolmen and men of learning.

The succeeding addresses followed the same general lines, enlarging upon different features and adopting new arguments and fresh illustrations to make the author's demonstration more complete.

The second address in 1847 is a graphic exhibit of Indiana's appalling illiteracy. It defines the proper system to be "one that provides for comfortable and convenient school houses, competent teachers, suitable school books and efficient supervision."

The legislature then in session submitted to the people the question, "Are you in favor of free schools?" A majority of seventeen thousand out of one hundred and forty thousand voted yes.

The third address, 1848, analyzed this vote to prove that the illiterate counties were the ones that answered no and that they did so because, being illiterate, they did not understand the issue. From this fact and the further fact that the richest counties voted yes he argued that property desires the protection which education affords. And then followed the plea for "a law that will be simple and plain in its meaning, wise and efficient in its provisions, and practical and energetic in its operation." Anybody can advise the enactment of a simple, plain, wise, efficient, practical, and energetic law. But it is another thing to show how to do it. This other thing Mills did. He said of the problem of taxation to support the schools: "The people are willing to do for this enterprise whatever can be shown to be requisite." It is as true today of measures for the betterment of the



schools as it was then. This third message carries the argument a step farther and adds a protest against the wholesale remission of fines, and a plea for state normal training and the expert supervision, in each county, of all the schools. From that day to this, the unthinking citizen realizes with great difficulty that constant and enlightened supervision must be maintained and that money spent to accomplish this is money wisely spent. Comparing the schools with banks, roads, and courts, all of which require supervision, inspection, and correction, Professor Mills says: "I would prefer to lose my bank stock (if I had any) through the dishonesty of a cashier, break my wagon through the negligence of an indolent road supervisor, or be defrauded of my property through the incompetence or corruption of a court, than expose my children to the influence of ignorant and unprincipled, profane and intemperate teachers."

The vote in favor of free schools in 1848 brought a new law the next year. This law was referred to the people for ratification and was approved by a majority of fifteen thousand.

The fourth address, published in 1849, is an enforcement of the propositions urged in the early addresses by means of illustrations drawn from the analysis of the vote on the ratification of the school law, and is a demonstration of the growing interest in the new movement.

The fifth address, dated 1850, employs a similar course of reasoning, giving special emphasis to the various sources proposed for the common school fund, and renewing the argument for a state university on broader lines.

The sixth address is a valedictory. Mr. Mills takes up the census of 1850 and shows the appalling growth of illiteracy since 1840, and instances some counties whose population has increased fifty per cent. and whose illiteracy has increased one hundred per cent.



For the last time he pleads for his three educational fundamentals: *Freedom, competence, and supervision*, and concludes with a paragraph which President Tuttle has quoted in his memorial.\*

There is much that is quotable in each of these remarkable papers. A few specimens must suffice:

"There is but one way to secure good schools, and that is to pay for them. There is but one method to induce the youth to frequent them and that is to make them what they ought to be."

"We must not be discouraged by ignorance and prejudice. To remove the one and correct the other, we need nothing but the combined influence of light and love."

"Many a bright and promising child has passed for a blockhead in school when his dullness was fairly chargeable to the extremes of heat and cold, and the impurities of an atmosphere rendered unfit for respiration by having been previously deprived of its vital qualities."

"It would be worse than in vain to provide funds and make no provisions for procuring competent men to superintend and carry out the views embodied in the system."

Caleb Mills was a pioneer. Most pioneers go into a new country in the same spirit of adventure that moves the volunteers who enlist first in a new army. But after the war is on and when the call to arms means the call to hospital and to lonely grave, the spirit of adventure yields place to the call of patriotism.

Year after year the boys of Wabash College have been told how Mills and Thomson and Hovey and the other founders of that typical New England college in the west knelt in the snow and consecrated their lives to the cause of education and the service of the Master whose followers

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\*See post, p. 391.



they were. Much emphasis has always been laid upon this act of sentiment. But these men were not mere sentimentalists. No type of man was ever so completely a union of sentiment and hard sense as the New England Puritan. Caleb Mills was practical. He did not stop with kneeling in the snow.

No pioneer ever built a commonwealth unaided. No reformer ever accomplished his purpose alone. The explanation of the success of Caleb Mills lies in the way in which he organized the forces of civilization. He enlisted the service of those who loved learning in one great reform movement before which all opposition dissipated and disappeared. It is one of the greatest feats of constructive statesmanship in the history of our state.

The world has had many reformers and would-be reformers. There are reformers who antagonize, who seek to make men good by abusing them, who fondly hope to win friends for a great cause by a manner that forces the enemies of that cause to combine and ultimately drives into the opposing alliance even those who have been indifferent. There are reformers who are impatient of delay and who go about with the long face of disheartened virtue as the prophet did who out of his hiding place whined: "I have been very jealous for the Lord God of hosts: because the children of Israel have forsaken thy covenant, thrown down thine altars \* \* and I, even I only, am left; and they seek my life, to take it away." As if to say, Poor God! With such reformers the world has been singularly patient. Had Mills been such a one he would have lost heart twenty years before he saw the reward of his hopes and labors. During these twenty years illiteracy was growing so rapidly that it seemed hopeless to try to check it. But Caleb Mills had not come to Indiana merely to teach the twelve young men who



constituted the first corps of students of the new college. He had come here to preach the gospel of popular education. Although a clergyman, with the passionate devoutness of the Puritan, he was willing to sacrifice everything to the needs of the people. Here was a cause that challenged his undivided thought and labor. To it everything else must take second place. When one considers that this was a Presbyterian minister who had knelt in the snow to dedicate the college which his own church was endowing and supporting, one is the more impressed with his fidelity to the common schools as it shows itself in the last message to the legislature of 1851. As he writes, he is still the professor of Greek in the Presbyterian college at Crawfordsville, and yet his plea for the common schools excludes all thought of other interests. Speaking of the relation of church to school he says: Efficient action would produce as another important result "the absorption and annihilation of private and sectarian schools. \* \* \* \* Sectarian zeal in this department of education is entirely misplaced. It may have its appropriate sphere, but it is downright intrusion when it crosses the threshold of the public school. I have my own religious views and ecclesiastical preferences, but I should regard it as a sad dereliction of Christian duty to withdraw my influence and countenance from those public institutions which, properly conducted, would prove blessings of untold worth to the rising generation, for the mere purpose of educating my own children with the elite of rank or morals. Let every pious man and good citizen give his countenance, patronage, and influence to the enterprise of elevating common schools to the highest point of improvement and then they will be good enough *for every one* and prove rich blessings *to all*."

The genius of Mills was more than creative; it was constructive. He created and he put together. Through those



twenty years he had made himself master of the details of the educational systems of all the states in the union. From this material, and out of the product of his own deep thought he wrought his plans for the school system of his adopted state. He agitated, and argued, and taught, in season and out of season, in the public press, and from the pulpit, upon the street corner, and in the class room, until his system was adopted and established. And it is virtually unchanged today. The reformer who succeeds is the man who knows how to enlist others in his cause. It was through such men as Professor Hovey, of Wabash College, and Professor Daniel Read, of Indiana University, and Calvin Fletcher, of Indianapolis, that Professor Mills was able to command the support of the entire state for his scheme of popular education. In connection with the Mills messages, it is interesting to read an address by Daniel Read delivered before the legislature of 1851 and published by the House of Representatives. Professor Read had the same combination of mental endowments which gave to Professor Mills his power over men. The same sense of humor and keen wit enlivened and illumined his public addresses. It would not be fair to quote Caleb Mills as fully as I have quoted him and not quote Daniel Read, for Read was more than an able lieutenant. His also was the voice of the prophet saying, "Prepare ye the way of the Lord." And yet it is doubtful if John the Baptist had the sense of humor which gives charm to the addresses of Read and Mills. Professor Read was answering the argument that a higher standard would make it impossible to find local teachers, and that it would be a calamity if in order to get good teachers we should have to go outside the boundaries of our own state. That argument is still the mainstay of the enemies of educational reform, who believe that teachers should be chosen by precincts, and that superintendents of schools and of state reformatories should be selected



from within established geographical boundaries. Professor Read treats this argument with no more seriousness than it merits. He says:

"Is the question asked, where are we to obtain our teachers of common schools? Governor Slade, I suppose, will send us well qualified Yankee girls! Well, we are glad to receive them—some of our young men, but especially our bachelors and widowers. We are glad to receive them upon any terms, whether as teachers or wives; or first as teachers, and then as wives. The more that can be sent, or come of their own accord, the better. We have a broad land. It is our state policy to invite and encourage immigration to our borders. With this view, we allow men coming among us that most sacred privilege of citizenship, the right of voting, after a residence among us of but six months. True, we exclude the colored population. But to the fair, and especially if very fair, coming in whatever capacity and from whatever quarter, we proffer rights and privileges dearer far than the right of voting, and that, too, it may be, in a much shorter time than even six months."

Professor Mills, with his bride of two months, came to Indiana from Massachusetts in the winter of 1833, at a time when it took six weeks to make the journey. He had traveled before in the interest of Sunday schools through Kentucky and Southern Indiana. While here he became interested in the proposed college at Crawfordsville. His expressed wish was that they might open the eyes of the people to the incompetency of the present race of pedagogues. Many flattering offers had been made to him, but they failed to draw him away from a work in which his heart was absorbed. Not only was his plan of a school system adopted in the early fifties, but twenty years later, when reforms were contemplated, legislators called upon the author



of the six messages for his plans and suggestions. In 1854 he became the second Superintendent of Public Instruction, and in that high office he published reports that were worthy of the author of "the six messages."

Professor Mills seems to have cared little for glory. Opportunities to exploit himself never tempted him. In the various educational missions which he undertook, he was content to get results, preferring positions where he could work to positions of prominence. His name appears at the head of the signers to the call for the organization of the State Teachers' Association in 1854. The minutes of that influential body, and of the Collegiate Association, which was organized later, show that Caleb Mills was distinctly a working member. He took part in the debates, served on special and executive committees, labored for the upbuilding of the two associations, and for the advancement of the cause of education, and he avoided the offices. We cannot imagine him as an applicant for place or as coveting praise or reward. He drafted the constitution first adopted by the State Teachers' Association, making eligible to membership "any teacher or active friend of education." In 1857, he took a stand still far in advance of our present civilization in favor of asking the several political parties to agree on a candidate for Superintendent of Public Instruction regardless of politics, making the office non-partisan and prescribing a term that should be long enough to enable the superintendent to establish a school system and get it into some sort of working order. As he said in one of the debates, "A competent person should be selected and kept there as long as he is able and willing to discharge its duties." He was a pioneer in the agitation for a state normal school and he served on special committees of the State Teachers' Association on normal schools and school journals, and to organize movements for liberal reme-



dial legislation. Most properly was he chosen to share with Horace Mann the honors of the first meeting of the State Teachers' Association. Although he was the one who opened the doors of Wabash College in 1833, he declined honorary degrees repeatedly tendered him by that institution. He devoted his private life to building up Wabash College and there he made his influence felt not only in the class room, but more still in the encouragement of what is now one of the best college libraries in the country.

The same devotion which he gave to the common schools of the state he gave to the development of the township library system, established in 1852 and abandoned, unhappily for culture in Indiana, only a few years later.

During his term as Superintendent of Public Instruction, Professor Mills presented three reports to the legislature. In these reports he renewed with his characteristic thoroughness and wisdom the discussion of the need for a better system of supervision, the encouragement of teachers' institutes, the enlargement of the usefulness of the township library, the inequalities of the prevailing methods of taxation, the grading of city and urban schools, and the problem of superintendence. The six messages have long been considered the basis of the Indiana system of common schools. Their influence, although they were published anonymously, was felt at once, and that influence is still a controlling one in the educational growth of the state.

A child's recollection of Caleb Mills retains nothing of the picture which his kindly countenance presented except the great spectacles which he wore and the genial twinkle of his fine eyes, but in his face, as his portrait reproduces it, and as his surviving students recall it, there was a beauty of expression that only such a character as his could have lent. One of his old students



describes him as "a keen observer, a close and accurate scholar, gentle in every relation, modest, but courteous, uniformly conscientious, and supremely ruled by the fear of God."

And another, Edward Daniels, Esq., of Indianapolis, has given us a pen picture of him that is evidently a true one:

"To every student in his classes he was at once man and boy; but acquaintance did not lessen our respect or vulgarize our love. We know that he made every foot of his garden and orchard pay in cold cash, yet it was whispered that the needy student who was worthy always found in him a helping friend. He accepted with a bold literalism every word of the Westminster catechism, but in practical life he seemed somehow to squint at principles which savored of Universalism. I remember that we set him down as the apostle of the strenuous life when, in the first week of the freshman year, he advised us to read the eighteen volumes of Grote's History of Greece, but the next week we changed our opinion when he told us that John Halifax was one of the best novels ever written and that we should make haste to read it. I recall the stories that were repeated, never by himself, of his acts of patriotism in the dark days of 'the sixties'; how the government had nowhere a better recruiting sergeant than this clerical professor; how he said 'the college may close, but enlistments must not stop; the college may die if needs be, but the union shall never die.' I remember the flash of his deep-browed eye, and I remember as well its merry twinkle. I recall his brisk walk and his fondness for nature. I recall the quaint directness of his speech and the kindliness of his voice. I recall his love of books simply as books, and also his high esteem of learning, and I remember how he made his appreciation of knowledge a thing tangible and practical by becoming in effect the



founder of the common school system of Indiana. His piety and patriotism, his thrift and charity, his perseverance and patience, his energy and human sympathy, his zeal for knowledge, his devotion to duty, and his old-fashioned altruism make him a type of the American Puritan."

There was a kinship of nature to that greatest American:

"The kindly-earnest, brave, foreseeing man,  
Sagacious, patient, dreading praise, not blame."

It is well that there stands in the Senate chamber of our State a bust of Calvin Fletcher. All that he did for the cause of good government and popular education will never be known. Men who have made Indiana what it is have been men like Mills and Read and Fletcher, who cared not for glory, but who worked for practical results, quietly, modestly, and persistently. Following the lines which Mills and Read had so well laid out, Calvin Fletcher, at the request of a state educational convention, prepared the school law out of which our present system has grown. It is interesting to see on a single page of the Indiana State Journal of sixty years ago the account of Calvin Fletcher's school bill, his call for a meeting of citizens in the United States Court to organize for the suppression of gambling, and his report of the work which the Indianapolis Benevolent Society was doing under his executive direction. If the name of Calvin Fletcher calls for more than a marble bust in the State Capitol, what shall we say for Caleb Mills? Shall not the State build a monument to the memory of the "father of the common schools?" It is right that school houses should be named for men who have served their country well, and particularly those who have labored for education. Every city in Indiana should name one school house for Caleb Mills, so that every child educated by the State



may know the name and character of the man who made that education possible. It is worth while that our children should honor the men whose lives were dedicated to the public good. One need not belittle the governors and senators and generals, nor compare their labors for the State with the service to which these pioneers of education devoted their lives. Of the men whose names are written large in the records of party conventions and in the daily press it may well be said as it was said of the class to which some of them belong, "Verily they have their reward." But the heroes of our own commonwealth have been men of the stamp of Caleb Mills, the gentle, kindly, generous, earnest, builders of civilization in the wilderness.

CHARLES WASHINGTON MOORES.



## CALEB MILLS AND THE INDIANA COMMON SCHOOLS.

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(A paper read to the Indiana Teachers' Association, December 31, 1879, by Joseph F. Tuttle, D. D., President of Wabash College.)

Caleb Mills, for forty-five years an active member of the faculty of Wabash College, at Crawfordsville, Indiana, was born at Dumbarton, New Hampshire, July 29th, 1806, graduated at Dartmouth College in the class of 1828, at Andover Theological Seminary 1833, was married to Miss Sarah Marshall, September 13, 1833, removed to Crawfordsville, Indiana, in November, 1833, and on the 3rd of December, 1833, threw open the portals of Wabash College to twelve young men, the forerunners of several thousand who have enjoyed its privileges since that memorable morning. He died October 17, 1879.

The class with which he was graduated at Dartmouth was remarkable for the part its members bore in educational work. Ten of them became college officers, and several of them distinguished themselves as such. Among these were Larrabee, President of Middlebury College, Long, of Auburn Theological Seminary, and Young, of Dartmouth.

Of the forty graduates in that class, the three who are most likely to be remembered for permanent educational work, assisted in founding two colleges. Milo P. Jewett, a scholarly and able man, was for several years at the head of a large institution for young ladies in Alabama. After great success there he came north and was the means of inducing Matthew Vassar to abandon the plan of building a hospital at Poughkeepsie, and in its stead to found and endow Vassar College. Not only did he do this, but he was influential in shaping its successful career.

Edmund O. Hovey was one of the original founders and trustees of Wabash College. In 1835 he became a member of



its faculty. He continued a member of the board of trustees and faculty until his death, March 10, 1877. At his suggestion, in 1833, his classmate, Caleb Mills was appointed the first Principal of the institution which became Wabash College, in which for nearly forty-six years he exerted a great and wide influence. It is seldom that any institution of learning can name as the offspring of one of its classes two such granddaughters as Vassar College and Wabash College.

The official life of Professor Mills divides itself into two parts—his work in Wabash College, and his work in connection with the public schools in Indiana. The lack of time warns me to leave the first part untouched, except to say in a general way that he nobly and faithfully performed the duties connected with his position as college officer. He was honored by his associates in the college, and he won the hearts of his students. When God sent him and "his brother Hovey" to found Wabash College, he sent the pledge of success and the assurance that other blessings needed would not fail.

A distinguished friend of education who has never seen either of these men recently wrote concerning them: "There must be a very solid and deep foundation for an institution and its sacred aims to account for the unwearying devotion of two such men as Professors Hovey and Mills for nearly half a century. There is significance in such lives."

#### PUBLIC SCHOOLS IN INDIANA.

A native of New England, Professor Mills was in full sympathy with its system of popular education. He believed that the State ought to provide free education for every child, sufficient to enable him to be an intelligent citizen. This thought originated in Boston, in 1643, and whilst it quickly spread throughout the New England States, it did not for a century and a half find a home else-



where. In 1787 it became a constitutional element in the civil institutions that were to shape the destinies of that vast region which now includes ten States in the Valley of the Mississippi, and indeed, of all the States and Territories west of the Alleghenies, reaching to the Pacific Ocean.

Professor Mills, after his graduation at Dartmouth, had spent a year in the Theological Seminary at Andover, and then two years in extensive tours through Southern Indiana and Kentucky on an agency for Sunday-Schools. This led him to determine to settle in the valley of the Wabash. In the January number, 1833, of the "Home Missionary" he saw an article written by Rev. James Thomson, of Crawfordsville, declaring the Wabash country, and mentioning the classical school to be started at that place, "where a competent number of teachers may be trained to be spread over the country to teach the children of this rapidly populating district."

This led Professor Mills, then in his last year at Andover, to write to Mr. Thomson a letter dated March 18, 1833, from which I may quote some sentences, which show that as early as 1833, while he was still a student, he had planned what may be called his "common school campaign" in Indiana. He ranks together "the cause of common schools and the preaching of the Gospel, as claiming the attention of a patriotic and Christian community." The Sunday-school is good, but "not sufficient for the mighty mass of mind that is now rising up."

"My thoughts have been directed of late to the subject of common-schools, and the best means of awakening a more lively interest in their establishment in the Western country. Public sentiment must be changed in regard to free schools; prejudice must be overcome, and the public mind awakened to the importance of carrying the means



of education to every door. Though it is the work of years, yet it must and can be done. The sooner we embark in this enterprise, the better. It can be effected only by convincing the mass of the people that the scheme we propose is practicable; is the best and most economical way of giving their children an education. Introductory to, and in connection with these efforts, we must furnish them with teachers of a higher order of intellectual culture than the present race of pedagogues."

Professor Mills, in this letter, speaks of his purpose to come West, and adds: "I hope to reach the Wabash country the last of October. Can you find me a good parish and a log house to dwell in?"

In June he again wrote Mr. Thomson and says: "I am happy to learn that you intend to make the preparation of school teachers a prominent object in the establishment of your institution." It is a matter of higher importance to secure the right teacher for the English department than for the classical, because he will fit teachers for the common schools. He wants "to open the eyes of people to the incompetency of the present race of pedagogues." It seems as if he could not write a letter without filling in with pleas for the common schools, which Indiana needed so much.

He had been invited to locate himself at Paris, Jefferson county, Indiana, and also to become agent for Marietta Collegiate Institute, in Ohio, but he says: "I cannot think of relinquishing my long cherished plans of settling in Wabash county." It is also evident that he is gradually coming to the conviction that he ought to make teaching his own life work. He wrote Mr. Thomson what kind of a principal was needed for the new school at Crawfordsville, and in so doing, described himself unwittingly. "He should emphatically be a working man. He should not only teach



but lecture on popular education during vacations. An institution of this character, where teachers, both male and female, should be trained, would prepare the way for the ultimate establishment of a college."

And he also implies that Mr. Thomson had been speaking of him as a "candidate for the professorship of the English department in the new institution. Brother Hovey knows me, and is acquainted with my fitness and qualifications for such an office. Should I engage in such business I should devote my energies to it." He also says that when he comes he is to bring, besides his wife, two young ladies as instructors.

On the 18th of July, 1833, "Caleb Mills was nominated to fill the English department, and it was resolved that Mr. Mills be invited to open a school as soon as practicable."

His marriage took place on the 13th of September, soon after which he started for Indiana, and after a tedious and roundabout journey of six weeks reached Crawfordsville the 8th of November, accompanied by his wife and four teachers—three ladies, all of whom found schools.

I have sketched this part of Professor Mills' life to show the purpose he had in coming to Indiana. In his mind, long before he came to this State, lay the purpose of awakening public sentiment to the importance of organizing the public schools so as to carry the means of education to every door, and even when he consented to become principal of the school at Crawfordsville "that was to grow into a college," one object was paramount "to train teachers for the common schools." He began the work of realizing his plans by organizing the first classes in Wabash College, December 3, 1833.



## CONDITION OF COMMON SCHOOLS, 1833-46.

We now pass to December, 1846. The intervening period had been occupied with labor as a teacher, preacher, and agent. When traveling for the Sunday-school society he had noted the condition of the common-schools in Indiana as bad enough. A closer acquaintance with them had not raised them in his esteem. And what the schools were previous to 1846 may be inferred from the statements of witnesses. The country schools, for the most part, were taught in rude, badly lighted, and badly furnished houses. The most of the town schools and all of the country schools were taught by men the most of whom, if we may believe such witnesses as Governor Henry S. Lane, were not fit for their place. There were marked exceptions to this rule.

From such narratives as those of Sandford G. Coxe, Barnabas Hobbs, and others, it would be easy to reproduce the schools of the early times. The "sixteenth section" of each township was not always managed to the best advantage, and in any case was not sufficient to support the schools. The county seminaries relieved this shameful condition of the schools somewhat. In 1834 a careful witness declared "the state of common education in Indiana to be truly alarming. Only about one child in eight between five and fifteen years is able to read. The common schools and competent teachers are few." In 1840 there were 273,784 in the State of school age, of whom only 48,180 attended the common schools. One-seventh of the adult population could not read, and a large proportion of those who can read do so imperfectly. In spite of the constitutional provision of the State and the famous "sixteenth section," the common schools of Indiana were in a bad condition. As late as 1846 the State rated lowest among the free States as to its popular intelligence and means of popular education.



Even the capital of the State did not have a free school until 1853, and then one was kept open only two months. And this was in spite of some noble educators in different parts of the State, working for a change. At Salem, Hanover, Indianapolis, Crawfordsville, and other places, were men who were seeking to awaken public sentiment in favor of public schools, but with little apparent effect.

MESSAGE BY "ONE OF THE PEOPLE."

In the Indiana State Journal of December 7, 1846, appeared a remarkable paper—a message to the Legislature of Indiana, signed "One of the People." At the time James Whitcomb, one of the most scholarly of the governors of Indiana, was chief magistrate of the State. "One of the People" said in its first message to members of the legislature, "that whilst the Governor will in his annual message shed the light of executive wisdom upon the path of your legislative duties" as to "many of the more prominent and important interests of the State," he has neglected one important interest. "Feeling that there is one topic which has not received from him, nor any of his illustrious predecessors for the last ten years, that degree of executive recommendation which its intrinsic importance demands, and the good of the Commonwealth requires, I have taken the liberty to address you for the purpose of bringing the subject before your minds for consideration at an early period of your labors. Some apology may perhaps be deemed necessary for the novel method I have adopted to accomplish my object. Novel as it may appear, it has nevertheless been taken with the utmost deference to your wisdom, and the sole desire to promote in some humble manner, the great object that should be uppermost in the mind of a legislator, the good of the entire mass of his fellow-citizens.



\* \* I have examined the proceedings of the Legislature for the last twelve years, in earnest expectation of seeing the subject of education discussed and disposed of in some good degree at it deserves at the hands of the appointed guardians of the Commonwealth. And I am not alone in my disappointment, for I often hear my fellow citizens expressing their deep regret at the inefficient character of our common schools and the wretched condition of our county seminaries, to say nothing of a liberal and enlightened policy in respect to our higher institutions of learning." He then presents the humiliating facts as to illiteracy in Indiana. Not only every seventh adult can not read a word but "there are gentlemen on this floor representing rich and populous counties who, perhaps, never dreamed that one-sixth or one-fourth, or one-third of their constituents cannot read the record of their legislative wisdom, nor peruse the eloquent speeches delivered in these halls: Putnam county, containing a university, has the sixth of its adults unable to read; Montgomery, worse yet, having a college, and yet every fifth adult can not read! Gentlemen from Jackson, Martin, Clay, and Dubois counties must feel themselves very much relieved from the burden of sending newspapers and legislative documents to those whom they represent, when informed that only a fraction over one-half of their constituents can read or write." "Only one in the three of the children of school age attends any school." And then in a great variety of ways, "One of the People" urges the legislature to organize free public schools for all the children of the State.

It is a noble message, packed with startling facts, spiced with humor, and everywhere grand with common sense. And that message was the starting rill that has since swelled into the river. So well had "One of the People" in his



message plead the cause of common schools that, eight days afterward, Governor Whitcomb for the first time opened his lips on the subject in some very pertinent words in his annual message. "One of the People" had moved the Governor to speak for the public schools officially. The author of the message by "One of the People" was Professor Mills, of Wabash College. His secret was known only to enough friends to secure its publication and circulation, and was not divulged until some years afterward. \* In this message, and in the five that followed it, Professor Mills presented a remarkable array of facts, suggested plans, answered objections, and presented arguments, all bearing on the one objective point, the free common schools for all the children of Indiana.

#### SECOND MESSAGE.

On the 6th of December, 1847, the second message of "One of the People" was laid on the desks of the members of the Legislature. It also is a masterly document, in its figures and statistics exceeding the first, and developing quite fully the germinal idea of its predecessor. It uncovered the abyss of Indiana's illiteracy and the incompetent schools and teachers, and also stated the remedy.

As the result of this and other influences, the Legislature passed an act at the session of 1847-48 to take the will of the voters of Indiana on the question of free public schools. At the fall election in October, 1848, after a voter had deposited his ballot, he was asked by the judge of the election *à la voce*, "Are you in favor of free schools?" When the vote was counted, it was found that 78,523 had voted for free schools, and 61,887 against them, so that the voters of Indiana had endorsed free schools, by a majority of 16,636, and it was surely one of the most important results ever reached at the polls in this State.



## THIRD AND FOURTH MESSAGES.

On the 11th of December, 1848, "One of the People" addressed his third message to the Legislature, in which he analyzes the vote on the free schools, and at once shows how it is to be carried into effect. The appeal is cogent, and had its effect. Like its predecessors, it was full of trenchant humor, of facts, and of wise suggestions, and headed by the words, "Read, circulate, and discuss."

In December, 1849, "One of the People" addressed his fourth message to the Legislature on the subject of popular education. This too, is a noble document, and pressed the great theme which had been annually argued by him with renewed power. "The constitution has committed to your charge the primary schools, the only institutions to which nine-tenths of the rising generation will ever have access." And he urges the responsibility resting on them to devise such wise measures in behalf of these schools "that on the Legislature of 1849-50 may rest the benediction of the youth of Indiana, for having the wisdom to devise and the independence to enact such a system of free schools as may serve as a model to her younger sisters, while it secures the proper education of her own rising generation." After showing the deficiencies of the present system, and the remedy to be adopted, "One of the People" thus concludes, this remarkable message: "With the fond hope that the statistics and suggestions contained in this address may be received by you, gentlemen legislators, as the contribution of one who desires to see the entire youth of Indiana enjoy the blessings of free schools, and the community experience the incidental results of such an education, and that all may have occasion to retain a long and lively remembrance of your legislative fidelity, wisdom, and patriotism, I am, etc.,

'ONE OF THE PEOPLE.'



The Legislature to which this message was addressed, after careful discussion by Governor Whitcomb's recommendation passed an act empowering the people to call a convention for drafting a new constitution.

#### CONSTITUTIONAL CONVENTION.

The convention met at Indianapolis, October 7, 1850, and finished its work, February 10, 1857. A very important part of that work pertained to the free schools. The leading newspapers of the State contained proof that some of the best men of the State were thoroughly alive to this great interest. Not a few able papers were printed, many of them anonymously, on the subject. In November, 1847, such a paper was published, asking that "the free common school system may throw its broad mantle over the thousands of the children of the poor—a helpless class of innocent sufferers—to shield them from infamy." This was signed by E. R. Ames, R. W. Thompson, S. Meredith, James Blake, and others. A committee had prepared a sketch of a common school law to be presented to the Legislature, but the report was that the convention for which it was prepared "was not large and a great portion of those who were there at the opening of the meeting went away before its close." Judge Blackford presided.

It was evident that the people needed much more light to bring them up to the required standard of interest. It would be a matter of historical interest to know who wrote in advocacy of free schools the articles which appeared in the Indianapolis and other Indiana papers. From internal evidence I think that Professor Mills wrote some of them over other signatures than those affixed to his annual messages. But other able pens were also at work.



## J. I. MORRISON AND THE SECTION ON EDUCATION.

It was an omen peculiarly auspicious of good that the people of Washington County had sent to the Constitutional Convention one of the ablest teachers the State has ever had, John I. Morrison, for many years principal of a school at Salem, and since that time honored with responsible offices. It is only necessary to consult the little book, "The Indiana Schools and the Men Who Have Worked in Them," and the eulogies pronounced on him by Barnabas Hobbs, Daniel Hough, and many of his pupils, to know how fortunate Indiana was in the ability and wisdom of such a teacher as Mr. Morrison at the time when the public school system was to receive its type and place in the new constitution. He was the Chairman of the Committee on Education in the Constitutional Convention, and as Mr. Hough says, "he reported substantially the article on education, and was the sole author of the section creating the office of State Superintendent of Public Instruction."

In *The Indiana School Journal*, October, 1878, is an article from the pen of this veteran educator on this very point, nor can we appreciate its statement as to the office of State Superintendent without recalling the fact that Professor Mills in his "annual message" and other eminent friends of the free public school system felt that without some efficient supervision no scheme could succeed. They differed in respect to methods, but were agreed as to the necessity. In the original draft of Mr. Morrison's report, "was the eighth section, which provides for the election of a State Superintendent. By a majority vote in committee, this section was stricken out of the final report." This action was "regarded as a fatal blow against the State's undertaking to educate the children of the State." In this exigency the chairman "determined to submit the rejected article to the tender mercies of the Con-



vention itself. To his great relief, after a somewhat stormy debate, the section rejected in committee was adopted, and ordered to be engrossed, by a vote of 78 to 50."

#### FIFTH MESSAGE.

His fifth message on popular education was addressed to the Constitutional Convention in November, 1850, by "One of the People," in a series of four sprightly and intensely earnest letters, first published in *The Indiana Statesman*, and afterwards in other papers. The message was worthy of the noble educator who had been pleading so long for the public schools of Indiana, and justifies the high eulogium passed upon its author by the venerable Morrison, who writes in a private letter, that "his message from 'One of the People' and his reports as State Superintendent of Public Instruction, if read in the light of subsequent legislation, will furnish ample evidence of the great service Professor Mills rendered to the public schools of the State."

#### SIXTH AND LAST MESSAGE.

The Constitution was submitted to the people and adopted by a large majority. In January, 1852, it went into operation, and on the 20th of February, 1852, "One of the People" laid his sixth annual Message on Popular Education to the Legislature, on the tables of its members. And so well recognized had he by this time become as the advocate of a scheme for popular education that was both essential and honorable to Indiana that the Senate "ordered 5,000 copies to be printed."

Inasmuch as this last of the six annual messages of "One of the People" is a business argument, it is not necessary to discuss its contents at any considerable length. It is enough to state its object. A new school law was then passed under the new Constitution, and to have that right was not less



important than to have the Constitution itself right. He not only congratulates the people and the Legislature on the "evidences of progress," "the approach of a better day," but he urges the Legislature to consider that the new Constitution "requires, without any unnecessary delay, the establishment of *free* schools, the statistical proof that illiteracy in Indiana "has increased more than one hundred per cent., whilst the population has increased less than fifty per cent.," and "that such facts are significant that the schoolmaster is needed to be abroad in the Commonwealth." He then analyzes and classifies the resources to be depended on, states the cost of a "good and efficient system of free schools," and the parts that must be incorporated into the new system, as to supervision, township school committees, district superintendents, State superintendent, teachers' institutes, Normal schools, graded schools, school libraries, Board of Education, etc. The style and substance of the entire document are elevated, and are pervaded with an evident satisfaction in the result reached after so many years of labor. "In closing this sixth and last educational address, it is a matter of no slight satisfaction to perceive that the subject of this message and its humble predecessors has awakened an interest and secured a degree of the public attention that warrants the expectation of more intelligent legislation and efficient action in future. These efforts now brought to a close, feeble and imperfect as they may be—and they have been made under very unpropitious circumstances—I wish to be regarded by you, and my fellow citizens at large, as a free-will offering to the cause of common school education, and as some faint expression of my desire for the elevation of the masses, the instruction of the youth of our State, and the highest welfare of the rising generation. As they were commenced with no sinister purpose to subserve, so they are now terminated with no aspira-



tions for office. I shall deem myself richly rewarded if they may afford you any assistance in consummating the object contemplated, or have contributed in any humble degree to produce the change that has come over the public mind on the subject of popular education since the period of their first issue. I close with the greater satisfaction from the conviction that this subject will hereafter receive a due share of executive recommendation and legislative attention, and that it will become the duty of some one more competent to the task, more favorably situated, and duly authorized to present its claims and advocate its progress."

I trust this protracted commemoration of the important service rendered by Professor Mills to the cause of free schools in Indiana will be pardoned. The aim of his message was lofty, and the result magnificent. It has been my purpose to bring out distinctly enough of what he did to keep the name of Caleb Mills green in the annals of the public schools of Indiana. To state what he did will not detract in the least from what others did in the same great enterprise, whose services I have not time to sketch. He and they together laid the foundations of that great educational system which has caused Indiana to take rank with the very foremost states in the Union.

#### SUPERINTENDENT OF PUBLIC INSTRUCTION IN 1854.

In October, 1854, Professor Mills was elected the second Superintendent of Public Instruction, as successor of Professor William C. Larrabee. He entered on the duties of his office, November 8, 1854, and closed the second Tuesday in February, 1857, a term of about two years and four months. His first report is dated January 19, 1855. He made three reports, not unworthy the author of the famous six annual messages from "One of the People."



Professor Mills did not often appear in print. So far as I am able to learn, the following is a list of his publications:

1. A Baccalaureate Sermon, July 18th, 1841.
- 2-7. The six Annual Messages of "One of the People," beginning December, 1846, and ending December, 1851.
8. "Suggestions on the Formation of Character; an Address to Youth," 1857.

This address was delivered in various parts of the State while he was Superintendent of Public Instruction.

9. "Suggestions on the Revision of the Common School Law of Indiana."

These suggestions were made January 25th, 1859, to the Educational Committee of the Senate, at their request, who ordered them printed by the Senate.

10. "A Plea for a Female College for Indiana." 1871.
11. "A Plea for Wabash College Library," 1871.

Since his death, A. S. Barnes & Co., New York, have published:

12. "New Departure in Collegiate Culture and Control." 80 pp.

#### FINAL WORK.

To the above should be added: The closing years of his life were devoted to the enlargement and enrichment of the college library. And if he had done nothing else—if he had not effected such a grand result as that in the public schools of this State—if he had not aided in teaching several thousand young men—if his only work had been the making the library of Wabash College what it is, we might apply to him the words inscribed on Sir Christopher Wren's monumental slab in St. Paul's: "*Si monumentum requiris circumspice.*"

He died, October 17, 1879, in the full possession of his faculties, and in the fullest trust in Jesus Christ. And when



he died, one ceased from among the living who had accomplished a measure of useful and permanent work that is reached by few, and that is not likely to be forgotten whilst the college he labored for shall live, and Indiana faithfully provides the Free School for all of her children.

In this unpretending memorial I may not have built an altar at the source of a great river, but I have shown the educators of Indiana where they may build one, and on it carve, among other honored names, that of Caleb Mills, of Wabash College.



## “READ, CIRCULATE, DISCUSS.”

An Address to the Legislature of Indiana at the commencement of its Session, Dec. 7th, 1846.

Printed in Indiana State Journal, Dec. 8th, 1846.

### [THE FIRST ADDRESS.]

*Gentlemen of the Senate and House of Representatives:*

In accordance with wise and constitutional usage, you are authorized to expect at the commencement of the session the light of Executive wisdom to be shed upon the path of your legislative duties. Your attention will doubtless be directed to many of the more prominent and important interests of the State in the annual message of our Chief Magistrate. Feeling that there is one topic which has not received from him, nor from any of his illustrious predecessors for the last ten years, that degree of executive recommendation, which its intrinsic importance demands and the good of the commonwealth requires, I have taken the liberty to address you for the purpose of bringing the subject before your minds for consideration at an early period of your labors. Some apology may perhaps be deemed necessary for the novel method I have adopted to accomplish my object. Novel as it may appear, it has nevertheless been taken with the utmost deference to your wisdom and with the sincere and sole desire to promote in some humble manner the great object that should ever be uppermost in the mind of the Legislator—the good of the entire mass of his fellow-citizens. The only apology I shall offer for my presumption, and one I trust the sequel will render perfectly satisfactory, is the importance of the subject to which I wish to call your serious



and candid attention as the Legislature of Indiana. If this upon presentation, proves to be of high import and general interest it will be regarded, I presume, as a sufficient cause and an appropriate reason why a Legislative body may have their attention directed to a matter of general concern by one in the humble rank of a private citizen. I have examined the proceedings of the Legislature for the last twelve years in earnest expectation of seeing the subject of Education discussed and disposed of in some good degree as it deserves at the hands of the appointed guardians of the commonwealth. In this I have been disappointed, and I am not alone in my disappointment, for I often hear my fellow-citizens expressing their deep regret at the inefficient character of our common schools and the wretched condition of our county seminaries, to say nothing of a want of a liberal and enlightened policy in respect to our higher Institutions of learning. Whatever may be your political views, however diversified may be your religious sentiments, I feel confident that you will admit the correctness of the sentiment, that whatever affects the interests of his constituents and involves the general welfare of the community at large, may justly challenge the regard and claim the attention of the legislator. With utmost confidence in your full and cordial belief of the soundness of this legislative maxim, and also with the fond hope that your daily action will be controlled by that noble and patriotic principle, *the public good, irrespective of personal considerations*, I will proceed to the presentation of such facts and suggestions upon the subject of Education as may be of service to you in ascertaining what the public good demands in this department of your labors. The true glory of a people consists in the intelligence and virtue of its individual members, and no more important duty can devolve upon its representatives in their legislative ca-



capacity than the devising and perfecting a wise, liberal, and efficient system of popular education. On you rests the responsibility of consummating what was so nobly conceived by the framers of our constitution. To you the people look not only for the safe custody and wise application of these funds, which the munificence of the general government has appropriated to educational purposes in our State, but also for such other appliances as will give life and energy to the system and thus secure the means of a proper education of the whole rising generation. Let these be as wise and effective as the experience of the past and the wisdom of the present can make them. It is indeed a happy circumstance that appropriate and efficient action on this subject will awaken no sectional jealousies, alarm no religious prejudices, subserve the interests of no political party. It is emphatically a topic, which ably discussed and wisely disposed of, will benefit every part of the State, improve every class of community, give permanency to our civil and religious institutions, increase the social, literary, and intellectual capital of our citizens, and add materially to the real and substantial happiness of every one. Such a system of improvement ought surely to require no log-rolling to secure its adoption by the representatives of an intelligent people, nor will the burdens its operation may occasion, be reluctantly borne by a community that scorns the repudiation of a debt incurred for the construction of railroads and canals. The works contemplated by such a system are designed to develop the mental and moral resources of the rising generation, facilitate the exchange of products more permanent and valuable than the industry and ingenuity of man ever drew from the soil, or extracted from the bowels of the earth, and convert every log cabin in our State into a depot of knowledge upon the great railroad of literature and science. We need no foreign cap-



italist to take such a stock, whose dividends will be paid, not in some distant city, but at the fireside of every freeman in the commonwealth, paid not to some lordly banker in gold and silver, but to the children of those who made the investment, in a currency that will never depreciate as long as knowledge is valued and virtue appreciated. Let us look at our educational necessities and take the gauge of popular ignorance. Let us ascertain how many of our youth are deprived of what should be the birthright of all without distinction of rank or color, the means of an education. Let us examine the causes that have rendered our common schools so deficient in number and inefficient in character. Let us ascertain why our county seminaries are, as a general thing, a mere mockery of what they were designed to be. Let the question be fairly met, what is the duty of a great, noble State in relation to her colleges and professional institutions? Without a full investigation of these points, we shall never be roused to the necessary action. Without a knowledge of the causes of failure, we can never be prepared to apply the appropriate remedy. Without a full and conviction of the paramount importance of popular education, we shall not feel the necessity and duty of liberal appropriation to realize its inestimable blessings. The public mind is yet to be awakened to the necessity of action and informed in relation to the proper course to be pursued. This seems in many respects to be the appropriate time for such investigation. There is not now before the public any great State question for consideration. Let this subject be discussed. Let it be placed before the people. They need only to be informed to adopt the necessary measures. There would not be the least opposition on the part of any intelligent citizen, if the true bearings and ultimate results of a liberal and enlightened system of general education, were clearly perceived



by the great mass of the community. This convention can not be wrought without light.

#### ILLITERACY IN INDIANA.

This light cannot be kindled and its rays penetrate the mist of ignorance and the fog of prejudice without the appropriate materials. These materials are facts in relation to what we have and what we need. We must have annually minute and accurate information in respect to the number of the youth between five and twenty years of age. We must know how many of these are receiving instruction and how many of them are growing up in ignorance. We should have such annual reports as would furnish some adequate view of the actual condition and character of our common schools. How little is known on these and many other important points pertaining to the prosperity of these nurseries of science to the Legislature may be inferred from the pitiful reports made to that body for the last two years by the superintendent of common schools. The leanness of these documents betrays the imperfection of our provisions for obtaining statistics. Either relieve the officer from the mockery of a report, or furnish him with the appropriate materials for making one that shall inform the legislature and the people at large. There are some curious facts relative to the rising generation which ought to be known and which naturally awaken the suspicion that the intellectual wants of the rising generation are not as well provided for as they ought to be. Some conception of the extent of the adult ignorance of our State may be formed from the fact that of the 268,040 inhabitants over twenty years of age in Indiana in 1840, 38,100 were unable to read and write. Here is indeed a humiliating fact, that *one-seventh* part of the adult population of a great and flourishing State is not able to read the charter of her liberties, or the votes they



cast in the exercise of their election franchise! Deplorable as may be such a state of things as a whole, yet there are facts in relation to some portions of the State still more appalling. There are gentlemen on this floor representing rich and populous counties, who perhaps never dreamed that a *sixth*, or a *fourth*, or a *third* of their constituents could not read the record of their legislative wisdom, nor peruse the eloquent speeches delivered in these halls and spread over the State at the expense of the commonwealth. Let us go into details in illustration of the above remark. I take the facts as I find them in the public documents of the Union. Perhaps the members from Putnam may be a little surprised to learn that more than a *sixth* part of their constituents, e. g., 6,091, over twenty years of age, 1,021 are unable to read and that, too, almost within the sound of the bell of our university. Gentlemen from Montgomery will find the sovereigns they represent in a worse condition than their Putnam neighbors, e. g., 5,519 over twenty years of age, 1,088 are unable to read, almost *one-fifth*. The representatives from Parke may feel somewhat mortified to be told that more than *one-fourth* of their constituents can not read and write. Gentlemen from Rush and Gibson, from Washington and Tippecanoe, Fountain and Owen, Scott and Warrick, Hendricks and Huntington, Green and Daviess, Hamilton and Lawrence, will find upon consulting the last census that from a *fifth* to a *third* of their constituency are unable to read and write. Gentlemen from Jackson and Martin, Clay and Dubois, will doubtless feel themselves very much relieved from the burden of sending newspapers and legislative documents to those whom they represent when informed that only a fraction more than *one-half* of their constituency can read and write, e. g., Clay has 2,006 inhabitants over 20 years of age; of these 738 are unable to read; (two-sevenths). Dubois has



1,459 over 20 years of age; of these 532 can not read; (two-sevenths). Jackson has 3,411 over 20 years of age; of these 1,412 are unable to read; (two-fifths). Martin has 1,390 over 20 years of age; of these 620 can not read nor write; (one-half). These are startling facts and should have their effect to arouse us to the inquiry, shall this proportion be lessened or increased at the next census? How many recruits will the 162,522 between 10 and 20 years of age in our State in 1840, furnish to swell the rank and file of the unfortunate 38,100 in 1850? There were in 1840, 273,784 children in our State between 5 and 20 years of age. If our population at the present time be 800,000 shown by the same ratio of increase the number of children between 5 and 20 years of age will now be 319,344. The report of the superintendent of common schools for 1844-1845 states the number of scholars in school some part of the year to be 158,395. If the twenty-two Counties not reporting furnished an equal proportion of scholars, there would be in these counties, 56,047 scholars in school, which added to 158,395, gives an aggregate of 214,442. Supposing the number in school this year be the same as in 1844, we shall find that 104,202, almost *one-third*, between 5 and 20 years of age, are receiving no benefit from common schools. Look at this fact, Legislature of Indiana! Impress it upon your memories, that of 319,344 children between 5 and 20 years of age, only 214,442 are receiving instructions and many of these doubtless only half, that is, a parent pledges himself to patronize the district school, a scholar and a half, and to avoid repudiation sends a half a dozen children at various times during the quarter a sufficient number of days to be equal to the regular attendance of one pupil for a quarter and a half. A condensing process, a royal highway to knowledge, indeed; probably unknown to Solomon or any other wise man. Shall we dig ca-



nals and build railroads to transport the products of our rich soil to market, and leave the intellect of the rising generation undeveloped and undisciplined? Is matter more valuable than mind? Do the facts already adduced evince an adequate provision for our intellectual wants, or indicate that the wisdom of our State is yet exhausted in perfecting our educational system? "Let us know the whole truth, know the worst and provide for it," is a resolution as applicable to the subject of proper education, as it was to the noble theme, in reference to which it was originally uttered by Patrick Henry. Let Indiana avail herself of all the light and experience that her older sisters can afford her, in maturing her system of education. If experiment elsewhere has demonstrated a point, let it be received as an established principle. Let us collect the light and wisdom, which the efforts of others furnish and bring them to bear upon our own. This important point, viz: that all the children ought and can be educated by the States in the Common School, has been demonstrated by the experience of some of the older States, which it is time for us to consider. No one questions the propriety and importance of adequate provision for the education of the entire youth of our State and that our common schools should be free as the atmosphere we breathe. How shall they become so? Shall they be sustained by public funds exclusively, or shall they be supported at the individual expense of the parents, or by the union of public funds and individual aid, upon the *ad valorem* system of taxation? This much is evident, that the plan, which will elicit the most interest and call forth the greatest amount of effort to elevate the character of our common schools and extend their blessings to the greatest number of the rising generation, is the *true one* and ought to be *immediately* adopted.



## TAXATION MAKES SCHOOLS APPRECIATED.

No State has had the means of sustaining their common schools by public funds exclusively except Connecticut. Her school fund amounts to \$2,051,423.77. The interest of that sum would afford every district containing 60 children between 5 and 20 years of age \$73.20 annually, to educate her youth. If the support of common schools by public funds entirely be a blessing, then Connecticut is blessed indeed. If this is the best way, then her schools should be the best in the Union. Are they so? Do the parents, thus relieved from the burden of taxes or term bills, take a deep interest in the nurseries of learning, and spare no pains to secure the best teachers and introduce the best text-books? Experience replies, no; far from it. What appears so plausible in theory is found to be far otherwise in practice. Her schools ten years ago were probably the poorest and most inefficient of any State east of the Hudson. The reason for it will be found in the old maxim, "What costs nothing is worth nothing." Massachusetts supports her common schools almost entirely by a fund drawn directly from the *pockets* of the people, upon the ad valorem principle of taxation. Previously to the distribution of the surplus revenue of the United States to the several States, I think she had no State funds. Her schools are not surpassed, if indeed equalled, by those of any other State. The reason is obvious. The object is a great and important one and the burden of sustaining it rests upon all in proportion to the pecuniary interests affected. If government should be supported upon this principle surely the education of those who constitute that government ought to be defrayed in a similar manner. Is the State interested in the intellectual and moral culture of the rising generation? Then let it provide for the suitable education of the youth.



New York has a fund for educational purposes of \$6,276,427.63. The annual revenue amounts to \$389,621.10, which she distributes in a manner that may well challenge our admiration and imitation. She appropriates \$40,000 annually to her academies, some \$20,000 or \$25,000 to her colleges, and the balance to her common schools, upon the common-sense principle of helping those who will help themselves. Each township is required to raise, by ad valorem taxation, a sum equal to its share of the school fund. If it fails to do this, it forfeits its proportion for that year. She distributed to her colleges and academies last year, \$61,561.00, and the remainder, \$328,000.10, to her common schools, upon the principle above stated. Thus \$656,120.20 were expended for the support of her common schools. She ascertains each year how many children between five and twenty years of age there are in the State, how many attend school, how many students in the academies, the branches taught in them, the amount of property owned by her corporations, the number of students in her colleges, literary and medical; the course of study, the amount actually gone over by the several classes. These annual returns are the documents from which her legislators and citizens derive their knowledge of what is doing in the various departments of education. The effect of this system of reporting annually upon her academies and colleges is most happy. Every institution is thus made to stand forth before the public in its true character, and its real merits or demerits, are in a good measure made known to the community. No one can read the annual reports of the Regents of the University, pamphlets containing from 260 to 290 8vo. pages, without feeling that a body calling for such reports and extending its visitorial care over the higher institutions of learning throughout the State, bespeaks the enlightened views and liberal



policy of the legislatures that have created and sustained it for the last *sixty years*.

The annual reports of the Superintendent of common schools, pamphlets containing 160 8vo. pages exhibit an amount and variety of information well suited to inspire every citizen of the Empire State with the confidence that the great and noble work of education is advancing with steady progress.

Let these reports be read, if they are on the shelves of our State library; if not, they could very profitably take the place of many works of fiction furnished for the amusement of the legislators, and the perusal of them would not fail to suggest the true course to be pursued by us relative to our own system.

Let us glance at the examples of Ohio and Michigan. The latter had the same grant from Congress for the establishment of an University that we had. She selected her 72 sections, or two townships, in various parts of the State, and will probably realize from the sales of them from \$500,000 to \$1,000,000. She levied a tax last year of half a mill on a dollar, and in 1847 it is to be increased to one mill on the dollar. She had in 1840, 96,189 inhabitants over 20 years of age; of these only one in 44 was unable to read and write. She has a superintendent of public instruction who devotes his whole time and attention to the subject, visiting and lecturing in every county in the State, awakening new interests in the common schools, and co-operating with the friends of these schools to elevate and improve their character. His annual report for 1846, a pamphlet of 150 8vo. pages, shows that his labors are neither few nor unimportant. One remark it contains is worthy of the attention of the people of Indiana and those who represent them. It is this: "*Any child residing within an organized district is entitled to attend the common schools*



whether his parents are able to pay his tuition or not." Do you ask how their schools are made free? The answer is furnished by the same report. The avails of the school lands amounted to \$23,393.33 and the amount of taxes paid by the people upon the ad valorem principle was \$59,931.62.

What a contrast to the amount Indiana raised on the same principle! Shall it be stated? Will not the very announcement of it overwhelm the community and call forth a general outburst of indignation upon the legislature that has the hardihood to impose such enormous burdens for such unimportant object? I will state it in *round* numbers, \$0.000.00.

Ohio, though behind her younger sisters of the lakes, in the completeness of her system and the fullness of her report, is yet far in advance of us in her legislation and in the intelligence of her adult population. Besides the interest on the sales or rents of the school lands and the income of the deposit fund appropriated to school purposes, she requires the county commissioners to assess a tax upon the ad valorem principle of not less than a mill on a dollar and not exceeding two mills. So, in accordance with the law, she raised last year not less than \$144,000, and as the superintendent in his report of this year says "Several of the counties have raised the full amount authorized by law," so that we may presume that at least \$200,000 were raised last year by Ohio in the way suggested, which added to the \$285,585.78 derived from various school funds, makes an aggregate of \$485,585.78. In 1840, she had 638,690 inhabitants over 20 years of age. Of these 35,394 were unable to read and write, that is one in *eighteen*.

There must be some cause for the wide difference between Indiana and Ohio in the intelligence of her adult population. What reason more probable than the different policy adopted by them in reference to the support and encourage-



ment of common schools? The latter with an aggregate of taxable property of \$144,000,000 raises some \$200,000 annually to educate the rising generation, while the former with a valuation of \$118,500,000 has not the moral courage to lay any tax at all for the noblest of all purposes. Our lack of wisdom and forecast on this subject is faintly shadowed forth in the fact, that *one-seventh* part of the sovereigns are neither able to read and write.

#### DIFFUSION OF KNOWLEDGE BENEFITS PROPERTY.

We have *borrowed* millions for the physical improvement of our State, but we have not *raised* a dollar by *ad valorem* taxation to cultivate the minds of our children. No wonder that we have had log-rolling legislation and practical repudiation. No marvel that Indiana faith has been synonymous with Punic faith, and her credit for years a by-word in the commercial world. Whether the measures adopted at the last session relative to our State debt may be considered anything else than the spasmodic action of the public mind produced by the universal expression of the commercial world of its utter abhorrence and detestation of repudiators, is a problem yet to be solved. How much in advance of former years of repudiation should we now be, if the contemplated arrangement with the foreign bondholders should not be consummated? Let it be remembered that the surest safeguards of the peace and prosperity of a community must be sought in its intelligence and virtue. The means of securing these and cultivating crystal honesty in the minds of the rising generation, should indeed be ample, free, and universal as the air we breathe?

The question recurs: Why are our common schools so deficient in number and inefficient in character? It requires no prophet to assign the reason of the result, which



meets us the moment we turn our eyes to that school where the great mass of mind receives all its intellectual training, and where it ought to obtain no small share of its moral nature. Their deficiency in number is owing to the want of the necessary means to sustain them. A good school is needed in every district in the State, and nothing but absolute impossibility should ever be permitted to prevent the existence of such a school in every neighborhood. Their inefficiency of character is owing to a combination of causes, some of which will now be enumerated: want of competent teachers, suitable school books, a proper degree of interest in the community on the subject, adequate funds, and the method of procuring such funds. These causes can not be removed immediately, but their disappearance may be very materially hastened by a very little legislation of the right sort. The burden of educating the rising generation rests very *unequally* upon the community. We have already rode the wrong horse too long and it is high time to change the saddle. In other words the poor have been burdened and the rich exempted from contributing their due share.

The government which extends the broad shield of its protection over the rich and the poor, the learned and the unlearned without distinction, is sustained upon the *ad valorem* principle of taxation. All will admit that this is just and equitable. But I have yet to learn the reason why our common schools should not derive that portion of their support, which comes directly from the pockets of the people, and be sustained in the same manner and on the same principle as the government. Is there any good and substantial reason for the distinction? I challenge a denial. Is not the *rich land-holder* interested, to the full amount of his property, in the intellectual and moral character of the community in which it is located? Will not this value be *enhanced* by



the intelligence and virtue, and *lessened* by the ignorance and vice of the surrounding neighborhood? Should he not be required to bear his fair proportion of the expense of that intellectual and moral culture which materially and manifestly affects his pecuniary interests? Should not this point be settled altogether irrespective of the question, whether he has any children to educate or not, or whether he lives in the limits of the school district in which his land is located or not? There is but one answer to be given, and there is but one principle, by which the measure of his duty and obligation can be determined. All have an equal *personal* interest in the protection which the government extends to themselves and families, and this equality is expressed by the poll-tax that they pay. The *pecuniary* interest protected is represented by the ad valorem portion of taxes paid. Shall the rich man's neighbors and tenants bear the whole burden of sustaining schools, which, in their operation will pecuniarily benefit him more than the parents of the children taught in them?

Is not the merchant also interested to the full amount of his stock in trade, in the intelligence and integrity of the community in which he does business? Would he find so large a share of his profits engulfed in the whirlpool of bad debts, if the people were honest? Can the *manufacturer* invest his capital with equal security among an ignorant and vicious people, that he would in an intelligent and virtuous community? What causes the wide difference in the character and condition of communities supposed? Is it not religion and learning? The former is happily protected from legislative interference and State control, by our constitution, and the latter must be fostered and sustained by liberal and enlightened legislation, or it will never flourish. Has not the true policy been sufficiently indi-



cated and the only adequate means of accomplishing the object been suggested by remarks already made? Is any one prepared to say that our citizens would not pay a tax of one mill on a dollar for such a noble purpose? Would they not be remunerated a thousand fold for all they should thus contribute to give efficiency, uniformity, and permanency to our common schools? Yes. There are hundreds and thousands of your constituents, who would cheerfully pay that amount every year, and think it a good investment, whether they have children to educate or not. Our schools have hitherto been supported on the poll-tax principle, or, in other words, those who had children to educate have to provide the means, or let them grow up in ignorance, for in nine cases out of ten, the income of the public fund would not do it. Thousands of children in our state have not received even the trifling aid which these funds afford, from the impression of their parents that should they send their children to school at all, they must pay their portion of the deficit. I once found in a log cabin a family of ten children, not one of whom could read, and upon inquiry if they were sent to school, was told by the mother that they were not able to pay the tuition, and if they sent their children at all, they must pay their portion of the whole expense of the quarter. This fact illustrates the situation of thousands of the future sovereigns of our beloved State. *Shame* on the negligence and niggardliness, that would permit such evils to go unremedied. Enact the law requiring the payment of a tax for school purposes of one dollar on a thousand dollars of property. Who will murmur? Will it be the man who has a large family of children and an eighty acre lot, improved to the value of \$600 or \$1,000? Certainly not. For that law would require him to pay only a tax of sixty cents or a dollar. Will it be the man who owns a section valued at \$5,000,



whose tax would amount to only \$5.00, a sum that would only pay the tuition of two of his children one quarter? Surely not. For if he gives his children any education, in ordinary cases he will be compelled, on the present system to pay, perhaps, double that amount. Who will complain? Certainly not the poor man nor the owner of a quarter section, for the operations of such a law would lighten their burdens, for the education of their children, and lay them on those who are able to bear them, and who are more pecuniarily interested in the proper education of the entire rising generation, than thousands of the parents of these children. Will the rich man object to its passage? Certainly not, if he reflects that his property is not only *affected* in its value, by the character of the immediate community in which it is located, but also by the legislation of the State where it is vested. Are we burdened with a State debt which we have repudiated till we have become ashamed of it? Now, in legislation the vote of a wise man and a sound statesman will count no more than that given by an ignorant, selfish demagogue. Can it be reasonably expected that the representatives of an ignorant county will be as intelligent and competent to enact wise and judicious laws, as those chosen by a more intelligent constituency? Their honesty and patriotism may be equal, but their legislative competency may justly be questioned. If this be a sound and correct conclusion, then the man of wealth will find no better investment for the small portion of his funds, which such a law would require, than the object contemplated by the passage of such a bill. His property, as far as affected by legislation is just as much in the power of the representative of a constituency, *one-third* of whom can neither read nor write, as it is in the man who comes from old Wayne, who may well be proud of the fact, that of the 9,348 over twenty years of age in 1840, only 42 were unable



to read, one in 222—quite a contrast to the general average of the State, which, be it remembered, is *one-seventh*. Pass such a law and we should have \$118,500 to be added to the proceeds of the public funds, for the education of the youth. Such a measure would immediately remove, in a good degree, two of the greatest obstacles to the prosperity of our schools and until they are removed, it is vain to expect any material improvement. These are the want of adequate funds and a proper degree of interest in the schools by the great mass of the people.

Let such a sum be raised, in the way suggested, and all will begin to inquire, what kind of a school have we in our district? Is the teacher competent? Is he properly compensated? Are the scholars furnished with suitable school books and do all the children in the district attend the school? The effect of such inquiries would not fail to lead to steps which would remove many of the existing evils. It would secure to the youth of Indiana a blessing, of which they have hitherto been deprived, a *free school*. It is vain to call our present system by that term. Let us have the reality, the substance. We can better meet the expense of the proper education of the rising generation, than endure the consequences resulting from the neglect of it. It is not to be expected that the passage of such a law would please *all*. There was dissatisfaction in Ohio when their school tax *was* first assessed, and there will probably be here and there *one* among us, who at first view would oppose it. What great and important measure ever did secure the cordial approval of every one upon its first publication? A legislature that should wait for such harmony of views and sentiments among their constituency, before action, would never effect anything great and noble.



## EQUALIZATION OF CONGRESSIONAL FUND.

Hitherto we, as a State, have done but little else than attempt to take care of the beneficent donations of the General Government for educational purposes. Even in the character of trustee we have been guilty of culpable negligence and oversight. The design of the grant of one section in every township, for the encouragement of common schools was evidently for the equal benefit of all the youth in the State; but the direction that this matter has taken in consequence of the ignorance or carelessness of those who have legislated upon the subject, has defeated forever, the accomplishment of this noble purpose. The disposition of that donation should have been such as to have realized the largest amount possible from the sale of the lands, and then the funds should have been kept as a general fund, without regard to county or township lines. By such an arrangement the inhabitants of the poorer sections of the State would have had a share in the proceeds of the school lands in the more favored and richer portions. The rich and the poor would have participated equally in the generous aid of Congress. It is the more to be regretted because the practical operation of this construction of the gift (that is, a donation to the particular township in which the section is located) is to afford the greatest amount of aid to those who need it least, and to assist those least who need assistance most. This is obvious, for the richer portions of the State will have the more valuable school sections and more wealthy citizens; while the poorer parts having greater need of aid will possess less valuable school lands, and less wealthy inhabitants. Thus we have defeated the evident purpose of the grant by regarding it as a donation to each township and we have, by premature sale, lost at least as much as the average amount realized from them. Had they been rented, or indeed remained unim-



proved till the several townships had been settled and improved, we might have realized double the amount. Vain are our regrets, for the evil can not be remedied, but it may be well for use to be aware of our past errors in order that we may be more vigilant in preventing future mistakes. The first and second installments of the surplus revenue, amounting to \$573,502.96 were appropriated to educational purposes. The report of the superintendent for 1844 and 1845 contains a tabular statement of the amount in possession of the counties. Two counties furnished no report, and three state they have no portion of that fund. The amount reported by the other eighty-three counties is \$466,894.17 from which it appears that \$106,608.79 had been lost. This shows that proper care has not been taken, for the case seems to admit of no other possible explanation, than that \$106,608.96 minus the amount that may be in possession of the two counties not reporting, which can not be large, is absolutely lost. Why Whitley, Lake, and DeKalb should have no portion of that fund is a question that demands investigation, and awakens the suspicion that the income of the fund is not distributed annually to the counties according to the number of children between five and twenty years of age. Let it be loaned in the counties and remain in charge of the county auditors, but the proceeds should be regarded as a general fund, as New York does her \$4,014,520 of the United States deposit fund and distributed according to the number of children in the several counties to be educated. This is the only equitable mode of distribution. To divide it among the counties, and say that such distribution shall remain five years, or any considerable period of time, is manifest injustice, for the new counties requiring the most aid obtain the least amount, and have no benefit from their rapid increase of population till the expiration of the period of the appro-



priation. This annual apportionment and distribution could be very easily made. Let the number of children in each county between five and twenty years of age, be annually ascertained and their proper share of the fund retained by the county auditor and the surplus be paid over to the State Treasurer, and by him disbursed to the counties in which there are deficits. This matter ought to receive immediate attention, and the inequality of distribution corrected.

The amount of the avails of the school sections sold as reported by the Superintendent for the same year is \$780,435.-14. The interest on this and the surplus revenue fund at seven per cent amounts to \$87,312.85, which added to the avails of the one mill tax, which at last year's valuation would be \$118,500, amounts to the sum of \$205,812.85. The annual appropriation of such a sum would give life to our common schools, and be some pledge that we appreciated the value of this department of our educational system. The interest awakened by the annual disbursement of such an amount, a large portion of which being raised by ad valorem taxation, could not fail to create a demand for teachers of competent qualifications, and lead to the employment of only such. It would call out thousands to the school district meetings, who have never attended one, and concentrate, on the subject of popular education, the experience and wisdom of many minds, which hitherto have stood aloof from all participation in the management of our common schools, from an impression that under our present system efforts to improve them would be vain and fruitless. Let us have county superintendents, whose duty it shall be to examine teachers, visit schools, and report to the superintendent of the State, the number of children between five and twenty years of age, the number in school, the amount of public funds, amount raised by taxes, the condition of the schools,



and such information and suggestions as may occur to them in the discharge of their duties. The county auditors have other duties to perform, which forbid the hope that they could attend to these important ones as they ought to. The experience of New York proves the appointment of county superintendents to be a wise and important part of their system. For the details of it reference can be had to their educational documents.

#### THE STATE AND HIGHER EDUCATION.

While it is your appropriate duty to provide the necessary pecuniary means to sustain these nurseries of science, and, by wise legislation, to awaken new interest in their behalf, it is no less incumbent on you to extend your fostering care to the higher institutions, which must train up competent teachers. Our county seminaries and colleges claim your attention and demand such legislation as will evince enlarged and liberal views on your part and give them a permanency and efficiency they do not now possess. In these institutions must be educated our common-school teachers, if we ever have them, and the sooner such a policy is adopted in reference to them, as will evince a real interest in them, the better. Our county seminaries, with few honorable exceptions, are a mere mockery of what the framers of our constitution intended they should be. It is indeed time that the causes of their inefficiency should be ascertained and the appropriate remedy applied. In many cases the schools taught in them are of a very inferior grade. In the branches taught and in qualifications of the teachers many are upon a level with our ordinary common schools. The fact is notorious and can not be denied. In many places they are nothing else than the common school of the college, an utter perversion of what they were designed to be. The causes



of the prosperity of that [those] which have been successful may suggest the course to be pursued in correcting existing evils and securing to the public the object in view.

The framers of the constitution, doubtless, contemplated the establishment of a good academy, taught by a *liberally educated* man in every county. How this can be best accomplished, is a question requiring more wisdom yet been brought to bear upon it. One important element of success in any enterprise is the homogeneousness of character and similarity of views of those who conduct it. This has been, if I mistake not, the principle cause of the prosperity of those which have succeeded in commanding the respect of the community. We seek to enlist individual capital and interest in our railroads and canals. Why should we not combine individual enterprise and public patronage in our educational efforts. This is the policy of New York in reference to her academies and colleges. Can we devise a wiser or adopt a more efficient plan? The unsatisfactory character of our experiment thus far with our county seminaries and the want of confidence in them so frequently expressed by some of the very warmest friends of education, in various parts of the State, suggest the inquiry, can they not be remodeled so as to secure to the public all the advantages originally contemplated, and yet give them all the vitality and energy of individual enterprises? Present appearances indicate that our higher institutions of learning will be to a great extent denominational. There must be congeniality of feeling and similarity of views in every associated enterprise, and in no wise is it so important as in the effort to promote the intellectual and moral culture of the rising generation. Can legislation do better than to avail itself of that disposition, and so direct it, as to render it subservient in the highest degree to the advancement of education in its higher department?



In every county, there are friends of education who would unite in establishing a good academy if their efforts were properly encouraged. Let the fines and forfeitures be a common fund to be distributed to such institutions in every county as possess the required character, in proportion to the number of students pursuing certain branches of study. This aid should be confined to one academy in each county, and be appropriated to pay the tuition of young men and women who will pledge themselves to engage in the business of teaching as many quarters as they receive gratuitous instruction. Such an arrangement would encourage many a youth to seek an education, and receive the employment of his knowledge for a time at least, in the business of teaching our common schools. All feel that one prominent cause of the inefficiency of our common schools is the want of competent teachers. We must provide for their education, or we shall never have an adequate supply. Let the present seminary buildings be sold. Such as are suitable for academy buildings would be purchased by these associations founded for that purpose. Those that have been erected by the union of public and private funds could be disposed of in such a way as to restore private funds to their original donor, and then vest the portion belonging to the public in the general fund. The increase of this fund should be annually disbursed upon the principle above suggested, according to services rendered.

This could be ascertained by the annual report of these several academies. It would excite an honorable rivalry and prompt to the employment of only competent instructors. It would prepare the way for the education of hundreds of teachers for our common schools. Let there be a more strict supervision in respect to the collection of fines and forfeitures. The fund would annually accumulate from



this source, that in a few years its annual income would be sufficient to defray the tuition of hundreds of worthy youths, who would become the instructors of your children. According to the report of the Superintendent for 1844-'45, the amount of funds in 59 counties (for only that number made any report) was \$40,687.87, and the value of buildings was estimated at \$50,617.47. Supposing that one-fourth of the estimated cost of the buildings was given by individuals, there we have seminary funds to the amount of \$78,641.89; the interest of that sum at 7 per cent. would be \$5,503.76. If, indeed, the seminary funds, in possession of the 29 counties not reporting would not increase the aggregate amount to \$100,000, by careful management, it would soon reach that sum. Then it might be advisable to add the annual proceeds of the fines and forfeitures to the \$7,000 of interest.

These combined would constitute a handsome sum to be distributed to our academies, and the effect of such a measure would be to bring these institutions into operation just as fast as the wants of the several counties should demand, and make them what they ought to be, which is far from being the case now in respect to our county seminaries. What is there in the history of these seminaries that warrants the belief that they will ever become under the present system prosperous and successful? Have we not made sufficient experiments already, and expended enough of the public funds in the erection of buildings, many of which are a sorry comment on the wisdom of those who drafted their plan? There are a few exceptions, but the majority are but illy adapted to the purpose for which they were erected. Let us adopt such a system that mistakes in this and other respects shall be made at individual expense and not at the expense of the public funds. It may be said that these funds belong to the counties and are not under the control of the Legislature; that the counties would



not consent to the union of these funds in the way suggested. Perhaps there may be difficulties in the way of such a consummation. If there be, it is very desirable that they should be removed. For it is obvious that our efforts to elevate and improve our system of education ought not to be trammelled by obstacles which legislative power can remove. These suggestions are sufficient to indicate the course to be pursued; the details can be ascertained from the experience of other States.

It is undoubtedly best to leave our colleges to the control of their respective local and denominational friends. But the guardians of the State should have such an oversight of them, that the people at large may be apprised from year to year of their progress, course of study, and general character, and be able to form an opinion of them independent of the partial representations of interested friends. The liberality of the General Government has made the State of Indiana the trustee of a fund designed to promote collegiate education. In execution of that trust she has created a corporation and elected a board of trustees. The necessary buildings have been erected, a faculty appointed, and the institution has been in operation fifteen years or more. How much good it has effected, how well its fiscal affairs have been managed, what may be the course of study adopted by the faculty, how many of its students have been engaged in teaching in our common schools and county seminaries in return for the gratuitous education it has afforded them, what salaries have been paid its President and Professors, are points on which the good people of the State are either in utter ignorance, or but imperfectly informed. However successful it may have been, however worthy of confidence and patronage it may continue to be in future, it is not sufficient for a State as large as ours, and as populous as it will be twen-



ty years hence. It is a question that may very properly claim the attention of the Legislature, what modifications can be made in existing arrangements, that will extend more equitably to the citizens of all parts of the State the benefits contemplated in the grant and expressed in the constitution, viz: gratuitous instruction. The interest of all is the interest of the State, therefore the plan that will secure most extensively the blessings of a liberal education with the same amount of funds deserves consideration and adoption. If her funds will not admit of extending gratuitous instruction to all, and distinction must be made, it should be in favor of the indigent young man, whose thirst for knowledge prompts him to efforts to obtain an education, rather than the rich man's son, whose promise of usefulness is not generally so fair as the one dependent on his own resources—a distinction not observed uniformly in dispensing the present educational favors of the State at the University by those having the charge of this duty in the several counties.

#### PLAN FOR A STATE UNIVERSITY.

The following plan is suggested for consideration with the belief that it will be found to meet effectually the necessities of the case. Let there be created a corporation styled the "Regents of the University of Indiana," with power of supervision over the colleges and academies, and charged also with the custody and disbursement of the funds of the University. The University shall consist of all the colleges in the State, whose trustees will give the Regents satisfactory evidence that they have at least \$30,000 worth of property in land, buildings, library, apparatus, cabinet, or permanent funds safely vested, and will pledge themselves to furnish an annual report of their funds, receipts and expenditures, real estate, library, apparatus, the number of their



faculty and students, course of study, the actual progress and studies pursued by each class, and also pledge gratuitous tuition to two indigent young men of good character and fair promise from each county in the State in the collegiate department, and provide for the delivery of a course of lectures upon the science and art of teaching school by one of their professors, who shall in addition spend three months annually in visiting and lecturing upon popular education in such parts of the State as the Regents may direct, upon condition that the said Regents pay to said Board of Trustees annually the sum of (\$1,000) one thousand dollars. Such an arrangement would extend the benefits of the University to all parts of the State, aid a much larger number of young men, gratifying their local preferences and denominational partialities, and more effectually carry out the noble design of the framers of our constitution. The advantages of this plan are obvious. It would be a happy combination of public funds and private enterprise, the surest pledge of success in State efforts. It would subject the objects of their beneficent aid in many instances to much less expense in getting to the place of education, and gratify their religious preferences, for they would have the choice of between four or five colleges under the direction or patronage of as many different religious denominations. It would extend the countenance and aid of the State to that of her citizens who have already embarked their funds in the cause of collegiate education, and thus have deserved the encouragement of the Commonwealth. It would also afford the State the opportunity of vesting all her University funds in the best of stock, the intellectual and moral culture of her most promising youth, for under such an arrangement *every dollar* would be employed in tuition, the most productive of all funds. She would have no unproductive and destructible property in the shape of buildings,



library, apparatus, cabinets, etc. It would secure the annual delivery of a course of lectures at the several associated colleges, upon the best method of teaching, the proper mode of governing, and the best text books for our common schools, to hundreds who need that information to qualify them for the proper discharge of the duties of common school teachers, and also the visitation of every county in the State by men, who ought and doubtless would, by their lectures awaken a deeper and more general interest in the cause of popular education, and thus most effectually rouse the great mass of the community to a just appreciation of the value of learning. I see no sufficient cause why the several Boards of trustees of the colleges now in successful operation should decline the acceptance [acceptance] of such a proposal, for the plan leaves them perfectly free to manage their affairs in their own way, subject only to the obligations above named. The fulfillment of their part of the compact would be one of the most effectual means of rendering their several institutions popular and prosperous. It would give them students from all parts of the State and in this way their several colleges would become known and appreciated. It would bring them into comparison with each other before the public, and enable them to profit by each others' experience. It would greatly increase their number of collegiate students and render that department more permanent. I do not know how many incorporated colleges there are in the State that have a "local habitation" and a pecuniary ability to comply with the conditions of the proposed compact, but probably not more than four or five. One thousand dollars would pay the tuition of forty students in the collegiate department of each Institution, which multiplied by the number of associated colleges will give the number that would be aided by the State, and full compensation be received by the colleges for tuition. It will be many years



before that number will be in a course of education in the collegiate department. The incidental advantages of having two from every county in the State at the institution will be sufficient inducement to secure the acception [acceptance] of the proposal on the part of the Trustees. Let the said Regents establish a Law and Medical department at the Capital, as that seems on many accounts to be the most eligible place, if the people of Indianapolis will erect the necessary buildings. One professional college is enough for the State. They could make such appropriations to these Institutions as would be necessary in addition to tuition fees. Let this Board of Regents consist of gentlemen of *liberal education*, selected from *all the leading denominations* of Christians in our State, as well as others not connected with such bodies. Let the Presidents of the colleges composing the University be *honorary* members, so that the Regents may have the benefit of their counsel and practical wisdom. Sufficient has been said, I presume, to commend the plan to your favorable regard if the transition can be made from the existing to the proposed arrangement. The difficulties in the way of the execution of the plan may be easily removed, if I rightly understand them. The present board of trustees is a mere creature of the State, entrusted with the custody and employment of the University funds. It is a body corporate for specified purposes. If these purposes can be accomplished more effectually by another organization, the Legislature are competent to dissolve the present board and organize another. The value of the college buildings, campus, library, and apparatus was estimated in 1840 at \$23,000. Suppose the present value to be \$25,000. As Bloomington is favorably situated in reference to one part of the State, the present Institution would very properly become one of the associated colleges and depend for support on the patronage of the citizens of that part of the State. Indiana



could well afford to sell the buildings, library, apparatus, and campus for \$20,000 to any association of her citizens who would pledge themselves to sustain a college and pay her \$20,000 for the present property. Would not the denomination, to which the venerable President of the Institution belongs, purchase the property and concentrate their patronage upon it and make it their college? Is there not some other denomination in the State who have no college under its patronage, that would take the property and make the college one of the associate institutions? The funds of the University in 1840 were reported to be \$94,821.84, exclusive of college buildings, library, apparatus, and campus. What their present value is, I have no means of ascertaining, but suppose them to be \$90,000; then the avails of the sale of the present buildings, etc., added to the present funds would place at the disposal of the Regents the sum of \$110,000. The interest on that sum at 7 per cent. would be \$7,700, which would all be converted into *active capital* in the way above suggested. Whether such an arrangement would meet with the sanction and concurrence of the several boards of trustees of the various colleges in the State able to comply with the conditions, I know not, for I have not consulted them, nor any of the several Faculties of these Institutions. But the plan has been suggested with the firm conviction that the adoption of it could not fail to promote their interests and prove the best investment the State could make of its University funds. Let it not be deemed visionary and impracticable, for it has been substantially the policy of New York for a long time. Let such a body as the one suggested be created, let it appoint from year to year a committee to attend the annual examination of the colleges, let it hold its annual meeting at Indianapolis during the session of the Legislature and supreme court, and provide for a delivery of an annual address upon



the subject of education, besides furnishing an annual report; and it requires no prophet's ken to see that the happiest results would follow, to the cause of education, in all parts of our beloved State. These suggestions have been made with the fond hope that they might lead to valuable results. The statistics contained in the above remarks were drawn from official documents, and, it is presumable, can be relied upon as correct. Should they throw any light upon your path of duty and lend you any assistance in the discharge of that duty, the object of submitting them for your consideration will have been attained.

ONE OF THE PEOPLE.



# READ, CIRCULATE AND DISCUSS.

AN ADDRESS

To The

LEGISLATURE OF INDIANA

At The

Commencement of its Session

December 6, 1847

Upon

POPULAR EDUCATION

By

*One of the People.*

Indianapolis.

Printed by John D. Defrees,

1848.

[THE SECOND ADDRESS.]

## TO THE PUBLIC.

It has been suggested that the subject discussed in the following Address, originally prepared for the special consideration of the Legislature, might be interesting to the community, and its publication in pamphlet form, for general distribution, might contribute to awaken a deeper interest in the cause of Popular Education, in all its departments. With the hope that it may, in some humble degree, subserve this important end, it is now commended to the candid perusal of all who believe that the *true glory* of a nation, consists in the intellectual and moral elevation of the entire mass of its citizens, with the request that all who read it, if the views suggested be deemed sound and correct, and the facts it contains be considered valuable, will call the attention of their fellow-citizens to the subject, so that a subsequent Legislature, if the present one does not act in the premises, may be prepared to reflect the voice of the people, in their action on the revision of our Educational system.

THE AUTHOR.

November 20th, 1847.



## ADDRESS.

*Gentlemen of the Senate and House of Representatives:*

In contemplating your duties at the approaching session of the Legislature, your attention has doubtless been directed to the subject of Popular Education. There is no topic which presents stronger claims on your notice, or calls more imperatively for wise, efficient, and prompt action than this. The framers of our State Constitution entertained enlarged and noble views of what was necessary to elevate the rising generation to that degree of intelligence and wisdom which would insure the safe custody of those important interests soon to be entrusted to them. A system to accomplish this noble object, has yet to be matured and put in operation. What has been accomplished, in comparison with what has yet to be done, is little else than the glimmerings of the morning twilight, to the full orbéd splendor of midday. Our present system approaches about as near to a perfect one, as the first steam-boat on the Hudson, did to the floating mansions that now navigate the father of waters. We must abandon the old craft and prosecute the remainder of the voyage in a bottom of better model, superior finish, and greater power. When could there be a more favorable opportunity for its construction, or a more urgent demand for its services, or a richer promise of freight? With rich models for imitation, and abundant materials of the finest quality within your reach, what prevents the bark from being built, launched, rigged, freighted, and cleared, for a nobler voyage, than ever tempted the cupidity of man? It must and will be done, whether by you or your successors, remains to be seen. The present time seems peculiarly favorable for a thorough discussion of the subject of education in all its departments, and the adoption of such measures as will impart life and energy to the whole system. The Legislature that



shall accomplish this work, will merit and receive the blessings of posterity and be held in perpetual remembrance by all future generations in our beloved State. If this honor is gained, you will have no occasion to envy the laurels of the proudest conquerer.

The topics that have engrossed the public mind for the last ten years, have, in a good measure, been happily disposed of, and the foul blot that has so long rested on the fair escutcheon of our Commonwealth, has at length been erased. We are now at liberty to contemplate other and higher interests. Though "a good name is more to be desired than great riches," yet it must be admitted, that whatever will secure both this and the higher interests, has stronger claims upon our attention. That a thorough intellectual and moral training of the rising generation, will accomplish both of these important objects, admits of no doubt. The history of our own country furnishes abundant evidence. Where is the greatest thrift and untarnished public faith? Are they not to be found in connection with the highest elevation of intellectual and moral culture? Such an education is the birthright of the entire youth of our State, and it requires no aid of fancy to hear them demanding the redemption of the pledge embodied in the fundamental law of the State. Shall the plighted faith of this Commonwealth in pecuniary matters, be maintained at any sacrifice, and an earlier and higher pledge to those dearest to our hearts, as parents and patriots, remain unredeemed? The very suggestion of the inquiry is enough to thrill every heart, nerve the feeblest arm, and impart courage even to pusillanimity itself.

You have doubtless observed the increasing interest that is felt in this subject by the community at large. It has shown itself in various ways, and in the most unequivocal manner. It has been the theme of newspaper discussion, the



subject of individual remark in the social circle, at the fire-side, and on the public thoroughfares. Your illustrious predecessors expressed their deep conviction of its transcendent importance, by a formal invitation of its most intelligent and ardent friends to meet in convention at the capitol, to deliberate, discuss, and embody their united wisdom and experience for your special benefit. Occupied in maturing a plan for the liquidation of our State debt, and the redemption of its tarnished honor, they could only, like David, collect the materials for the erection of an edifice, whose glory should as far surpass the splendor of the Jewish temple, as moral and intellectual refinement exceed the most gorgeous embellishment of art. With the light they have caused to be thrown upon your path, and the aid that can be obtained from other sources, it is confidently expected by your fellow-citizens, that the subject of Education in all its departments, will receive from you that degree of attention, which it may justly claim at the hands of the legislators of a great and growing State.

Its importance can not be more fully and happily expressed in a single sentence, than it has been by one of its distinguished friends, when he remarked: "*Human happiness has no perfect security but freedom; freedom, none but virtue; virtue, none but knowledge; and neither freedom nor virtue has any vigor or immortal hope, except in the principles of the Christian faith, and in the sanctions of the Christian religion.*" This is a noble sentiment, worthy to be inscribed in letters of gold and hung up in every school-room, college, and legislative hall in our land, for the contemplation of the present and future occupants of these seats of influence and power. A sympathy with such views on your part, can not fail to impress you with a deep sense of the responsibility resting upon those, whose duty it becomes to mature and



perfect a system of means, which shall guarantee that happiness to the latest posterity. In this department of your labors, you are not summoned to enter an unexplored region, nor to draw entirely upon your own resources of wisdom and experience. Others have preceded you in the noble enterprise of providing for the intellectual wants of our youth. You are not required to originate but to select and combine. The materials furnished by the experience of others, are within your reach, and you need aspire to no higher honor than such selection and combination, as will carry out the provisions of the Constitution of Indiana, contained in the declaration "to provide by law for a general system of education, ascending in regular gradation from township schools to a State University."

#### ILLITERACY IN THE SEVERAL STATES.

Before entering upon the selection and arrangement of these materials, it may be well to take a brief survey of the several States of the Union and ascertain the degree of light and intelligence enjoyed by them respectively. Such a survey may serve to impart ardor to our zeal, and give direction to our inquiries for aid, as well as show us our relative rank, in the scale of intelligence. The following table has been prepared with great care from the census of 1840, and a thorough examination of it in detail, cannot fail to suggest to the thoughtful mind, reflections of a sad and melancholy character. It will afford valuable hints upon the connection of adult ignorance and improvident legislation. It shows us that we have more occasion to redouble our efforts to arrest the progress of ignorance and vice, than to boast of our intelligence and virtue.



States.	Over 20 years of age.	Unable to read and write.	Proportion over 20 unable to read and write. One in every
1. Connecticut .....	163,843	526	311.2
2. New Hampshire.....	149,911	942	159.1
3. Massachusetts .....	403,761	4,448	90.7
4. Maine .....	234,177	3,241	72.2
5. Vermont .....	144,136	2,270	63.4
6. Michigan .....	96,189	2,173	44.2
7. Rhode Island.....	56,835	1,614	35.2
8. New Jersey.....	166,964	6,385	26.1
9. New York .....	1,155,522	44,452	25.9
10. Pennsylvania .....	765,917	33,940	22.2
11. Ohio .....	638,640	35,934	18.
12. Louisiana .....	79,000	4,861	16.2
13. Maryland .....	154,087	11,605	13.2
14. Mississippi .....	73,838	8,360	8.4
15. Illinois .....	198,413	27,502	7.2
16. Indiana .....	268,052	38,100	7.
17. Missouri .....	131,679	19,457	6.7
18. Kentucky .....	242,974	40,018	6.
19. Alabama .....	130,900	22,592	5.79
20. Delaware .....	27,629	4,832	5.79
21. Virginia .....	329,959	58,787	5.6
22. South Carolina.....	111,659	20,615	5.4
23. Georgia .....	160,957	30,717	5.2
24. Arkansas .....	30,552	6,567	4.6
25. Tennessee .....	248,928	58,531	4.2
26. North Carolina.....	209,685	56,609	3.7



Let us ponder some of the results disclosed by these investigations.

The general average of adults over twenty years of age unable to read and write in the United States is one *eleventh and six tenths* (11.6). In the free States it is one *twenty second*, and in the slave States it is one *fifth and six tenths* (5.6).

Adults in the United States are.....	6,374,207
Adults in the Free States are.....	4,442,360
Adults in the Slave States are.....	1,931,847
Each representative in Congress has an adult constituency in the Free States.	32,906
Slave States.....	21,952

The above exhibit discloses a state of things that may well alarm us for the perpetuity of this Union, and rouse the public mind from its comparative apathy and indifference to the intellectual culture of the rising generation. It might be well for Congress to order the construction of a *National Map*, illustrating by appropriate colors the relative adult intelligence of the several States, and the Congressional districts of the States, and then distribute copies of it so generously that the people could get a glimpse of the gloomy picture. Let them be hung up in every legislative hall in the country. Let them be suspended in the capitol at Washington, for the special contemplation of each *representative* in our national councils. Were *Indiana* to order *such a map* to be suspended in the capitol for the use of the members of the Legislature, the following table will afford a faint idea what sombre shades would mar some of the fairest and richest portions of our State.



Counties	Over 20 years of age.	Unable to read and write.	Proportion over 20 unable to read and write. One in every
1. Putnam .....	6,091	1,021	5.9
2. Montgomery .....	5,519	1,058	5.
3. Fountain .....	4,331	876	4.9
4. Huntington .....	612	131	4.6
5. Hendricks .....	4,175	924	4.5
6. Tippecanoe .....	5,641	1,246	4.5
7. Washington .....	5,932	1,332	4.4
8. Greene .....	3,071	740	4.1
9. Daviess .....	2,668	667	4.
10. Lawrence .....	4,330	1,085	3.9
11. Parke .....	5,171	1,314	3.9
12. Owen .....	2,014	793	3.6
13. Scott .....	1,622	470	3.4
14. Warwick .....	2,441	715	3.4
15. Rush .....	6,051	1,789	3.3
16. Gibson .....	3,471	1,044	3.3
17. Orange .....	3,630	1,167	3.1
18. Hamilton .....	3,777	1,271	2.9
19. Dubois .....	1,459	532	2.7
20. Clay .....	2,006	738	2.7
21. Jackson .....	3,411	1,412	2.4
22. Martin .....	1,490	620	2.3
23. WAYNE .....	9,349	42	222.

There is one bright spot on our Eastern horizon, presenting an agreeable contrast, which to the honor of the "*Friends*," deserves to be exhibited, showing, as it does, what can be



done even in Indiana, when there is a disposition. (Appendix A.)

From the above tables it will be seen that we are the most ignorant of the *free States*, and are far below even some of the *Slave States*. *One-seventh part* of our adult population are unable to read the word of God, or write their names. Some of our counties are enveloped in a thicker intellectual darkness than shrouds *any State* in the Union. These facts have a very obvious connection with another contained in the last report of the superintendent of common schools, viz: that only 36 *hundredths* of the children between five and twenty years of age in the State during the last year were in school, leaving 64 *hundredths* without any of the blessings of such institutions. No wonder that we pay *twice as much* for the conviction and punishment of crime every year as the available income of *all our educational funds* for common schools. "It is believed by competent judges that \$25,000 are annually expended in this State, in different ways, for the apprehension, support, and punishment of criminals." It is not in the compass of figures to represent, nor indeed within the power of language to express the extent of loss sustained by such a state of things, in our pecuniary, civil, social, moral, and intellectual interests. An interesting body of facts and suggestions illustrative of these points, is contained in the Address published by the committee appointed by the Educational Convention, which, it is to be hoped, will be extensively circulated in all parts of the State. The experience of States, and individuals, affords abundant evidence that our best and dearest interests suffer every moment that we delay action on this subject.



## SALE OF SCHOOL LANDS,

A discovery of our mistakes, whether the result of oversight, or ignorance, may serve to excite us to greater caution in future and stimulate to prompt and vigorous efforts to correct the evils. With this object in view, let us examine some of our oversights in legislation, that we may see more clearly the duty of applying the appropriate corrections. These will appear the more striking and obvious, when viewed in contrast with what ought to have been done, and what actually has been accomplished by others in similar circumstances.

Michigan considered the school sections in the several townships as a general and common fund for the education of all the youth of the State. She embodied the principle in her constitution, and thus, to her praise be it said, she has secured the noble object the General Government contemplated in its generous provision for common schools. When she took her place in the Federal Union, she had 1,148,160 acres of school lands, and 46,080 acres of University lands, which she selected in the most eligible and fertile portions of the State, thus enhancing very much the value of this class of her educational funds. Of these lands, she had sold in 1838, 34,399 acres at an average of \$11.97 per acre, amounting to \$411,794.33. She has, according to her revised statutes, fixed the minimum prices of her unimproved school lands at \$4.00 per acre, and her unimproved University lands, at \$12.00 per acre. The avails of the school lands are a common fund for the equal benefit of all her children within certain ages. The unsold lands must be offered at public sale before they can be purchased at the minimum price of \$4.00. The 1,113,761 acres unsold in 1838 at an average of \$5.00 per acre, a low estimate, would amount to \$5,568,805. Thus we see that by wise legislation on her part, she will ultimately realize from the generous donation of Congress, a magnificent fund for the education of her rising generation.



The present income of her school fund is \$33,000. She raises a tax of one mill on the dollar, which amounts to \$33,000, and authorizes the townships to raise a tax, the amount of which shall be equivalent to fifty cents on each child between 4 and 18 years of age in the township. The superintendent states the amount of this tax at \$60,000. Thus, we see that Michigan, with a valuation of \$33,000,000, raises \$93,000 annually to add to the interest of her school fund.

I would suggest, that the Legislature request Congress to permit the State of Indiana to select the deficit of 8,320 acres, which was found to exist in one of her townships, granted for University purposes, from any unsold lands belonging to the United States in Indiana. The lands selected should not be sold for less than \$5.00 per acre, and thus we should realize the handsome sum of \$41,600, almost equal to half of the present productive funds of the University. The claim being so just and equitable, there seems no good reason why the grant properly and vigorously pressed, should not be made. It is to be hoped that the subject will receive due attention.

Indiana, containing 35,626 square miles, would be entitled to 632,960 acres of school lands, which at \$5.00 per acre would produce a fund of \$3,164,800; the interest at 6 per cent. would be \$189,888. Her two townships for collegiate education of 46,080 acres at \$10.00 per acre would produce a fund of \$460,800, but as one of her townships was a fractional one, the number of acres she received for this purpose was only 37,760, which at \$10.00 per acre would afford a fund of \$377,600, the interest of which at 6 per cent. would be \$22,656. Had we been as wise as our Peninsular sister, we should have ultimately realized a common school fund of \$3,164,800, instead of the present congressional township fund of \$1,410,942, as reported last year. Our University fund would have been \$377,600, yielding an annual in-



come of \$22,656, instead of the \$94,821 productive fund reported in 1840, yielding at 6 per cent. \$5,689.

Our lack of wisdom in not guarding against the premature sale of the school lands is disclosed by such facts as the following. The school section in one of the townships of Hendricks County, was sold for less than \$1,000. The purchaser having improved it a few years, sold it for some \$5,000. That we committed an oversight in not regarding the proceeds of the school sections as a common fund, thus securing to the citizens of the poorer counties, a participation in the avails of the more valuable lands in the richer counties, is evident from such facts as the following. A school section in Tippecanoe County was sold for more than \$10,000, another in Vigo, for some \$18,000. There will probably not be more inhabitants in the rich township on the Wea plains, than in many of the townships in the poorer counties, where the school section would not sell for the government price. It may be said that there will be ten times as many children to be educated in that township of Vigo, whose school section yielded such a handsome sum, as will need instruction in many a township whose school section will not find a purchaser for fifty years. True, there may be a great disparity in the number of children in Terre Haute, and a township among the knobs and beech flats of some poorer sections of the State, but will there not also be a still greater inequality in the amount of wealth of the two places? The palpable injustice of this principle of distribution is manifest, whatever view is taken, whether of the number of children to be educated, or the ability of the township to furnish the means of instruction. The commonwealth is equally interested in the education of all portions of her future voters and legislators. If any preference should be given in the distribution of the funds entrusted to her care, it should most obviously



be to those whose natural advantages of *soil and situation* are the least favorable. It is painful to reflect how much the commonwealth has suffered already from such a construction of the grant, as helps those most who have the least need, and aids those least, who require the most assistance. It is a shame that such evils should exist, and I blush for the man who would oppose that construction of the law, which alone realizes the obvious intent of the grant. If Michigan is *right* in her construction of the grant, then Indiana is *wrong*.

That the former *is correct*, let us consider the nature of the grant, and the manner of it. No one will question for a moment the position, that Congress intended the equal benefit of the rising generation, without regard to township lines, or any other consideration, either of indigence or wealth. It would be a poor compliment, indeed, to the wisdom and forecast of those statesmen, who made such magnificent provisions for education in this great valley, to say that they did not see that, if it was regarded as an absolute and specific grant to the inhabitants of each township, for their sole and exclusive benefit, they would be helping the rich at the expense of the poor. To attribute to them such unstatesman-like and anti-democratic views, would be the vilest slander. Better reasons can be assigned for their action, reasons which it becomes the legislators of our State duly to consider. If the error originated in our early legislators, then it becomes the duty of subsequent ones to correct it. Is it not more natural, and indeed more reasonable, to suppose that, having the equal benefit of all in view, they distributed the school lands among the townships, rather than locate them in large tracts that they might enhance their value, and interest the community more generally in their preservation and improvement? Had this been their object, they could not have de-



vised a wiser plan. By locating the school section as near the center of the township as possible, they gave the land an *extrinsic* value in addition to its *intrinsic* worth. Such would be the result is obvious, for when the township became settled and a body corporate, land situated at the centre, other things being equal, would be more valuable than the same quantity of land in remote parts of the township. It is doubtless with reference to this fact, that Michigan has made provision for laying out her school sections in town lots when deemed advisable. The location of the school lands in single sections, in the several townships in preference to large tracts, would have the effect, not only to give them a greater value, but also to interest more extensively the whole community in the judicious sale of them, and render them more speedily productive by the cultivation and improvement of the adjacent lands.

If such were their object, they could not have devised a wiser or more efficient plan to accomplish their purpose, than they have done. How gross a perversion of their noble and philanthropic views, is the construction that has hitherto been put upon the grant, the more shameful, when it is considered that the practical operation of the view is to aid the rich at the expense of the poor. I honor both the heads and the hearts of those noble statesmen too much, to believe for a moment, that such a construction is the proper exponent of their views. Let justice be done both to *them* and the *rising generation*, cost what it may.

Does any one say, many of the townships would not relinquish the benefit, which their wisdom and forecast have secured to them by the judicious sale of their school sections, so far as to consent to merge their school money in a common fund? Have they done anything more than they ought to have done, even if the more liberal construction had originally



been placed upon the grant? If not, then where is the ground of this claim to peculiar privileges over their fellow-citizens? Surely no honorable man would wish to retain what did not belong to him, or refuse to restore what might have come into his possession by another's oversight. What would be thought of a man who would not be willing to take his part of a paternal estate by valuation? The question is not of relinquishment, but of ownership. If the point is admitted, that Congress gave the lands appropriated for educational purposes, to the Several States for the *equal benefit* of all the citizens in educating their children, then no exclusive title to these lands can equitably be claimed by any township. Besides, if this were the case, the interests of those few townships, whose school lands have been sold for large sums, would not be wholly overlooked by the contemplated arrangement, for they would participate *equally* with their less favored fellow-citizens; nor would the sacrifice called for be without some advantage even to those making it, for they would be benefited in the more general diffusion of knowledge and consequent improved legislation. Our social and pecuniary interests are not limited by township lines. We have too much of the locomotive propensity to be confined within certain geographical limits, all our days, nor can we expect our children will have less enterprise than ourselves. The satisfaction of knowing that wherever in the State we, or they, may hereafter locate, we should enjoy the same advantage from public funds for education, is surely worth some sacrifice to secure, and it would be no little honor to us as a State, to assure those who seek a settlement among us, that they shall share in the educational funds, according to the number of children, irrespective of all other considerations. Is it said that the Legislature has no power to consolidate these funds? Then it may be asked,



what authority has it to pass laws releasing the securities of insolvent school commissioners, if it has no power to regulate the distribution of these funds? Such a release is more an act of *injustice* than the equitable distribution of them in the manner suggested. The exercise of undelegated power in the one case is just as *unconstitutional* as in the other. If it were a legitimate act to release, then it will be equally so to distribute.

#### STATE TAX TO SUPPORT SCHOOLS.

There is but one way to secure good schools, and that is to pay for them. There is but one method to induce the youth to frequent them and that is to make them what they ought to be, by such applicances of funds, as will awaken an universal interest in them. Experience has shown that this can be effectually done only by drawing a large share of the funds for their support, directly from the pockets of the people, upon the *ad valorem* principle of taxation. When we are required to pay a tax for the support of schools, irrespective of the question whether we have children to educate or not, then we shall attend the school meetings, take an interest in having a good school in our several districts by employing competent teachers, furnishing the children with suitable school books, comfortable and convenient school rooms, and visiting them from time to time to ascertain whether teachers and taught are doing their duty. It is vain and idle to suppose they will flourish without the appliance of that motive power of universal action, *interest*. In no department of human enterprise has this truth been more fully demonstrated than in Education. The best schools, both in this country and Europe, are to be found only in connection with funds raised on the principle above mentioned. Public funds are desirable only to encourage effort, not to



supersede the necessity of exertion. This is evident from the character of schools in States where they are sustained almost wholly by public funds, compared with schools sustained by taxes.

Let us shut our eyes no longer to the teachings of experience. Let us have a system based on the broad and republican principle, that *it is the duty of the state to furnish the means of primary education to the entire youth within her bounds.* Impressed with a just appreciation of the magnitude of the enterprise, the value of the interests at stake, and the obstacles to be overcome, let us not despair of success, assured that intelligent efforts, directed by kindness and perseverance can not fail of ultimate triumph. We must not be discouraged by ignorance and prejudice. To remove the one and correct the other, we need nothing but the combined influence of light and love. All, to a greater or less extent, are aiming at the same object, and they differ only as to the means. Convince the ignorant man that knowledge would increase his happiness, and give him power for good, and you make him a staunch friend of learning. Satisfy the prejudiced man, that he has only misapprehended the best means of securing his own welfare, and the happiness of his children, and you convert him into an unflinching and zealous advocate of common schools. Let us gather up the experience of the past, and bring it to bear upon the subject of popular education, and we shall find in Indiana as cordial friends to the intellectual and moral culture of the rising generation, as in any other State in the Union. Awaken the public mind, and concentrate it on the question, *Am I not interested in the proper education of all that are socially and politically connected with me?* The bearings of such a question have not been duly considered. It needs to be discussed and examined. We are a shrewd people



where dollars and cents are concerned. Many have never taken that view of their duty, and when it has been presented to them have frankly acknowledged that they have never thought of it in that light. Does not the *Farmer* derive as large a percent upon what he expends in the education of his children, as from any investment he can make of his funds? Does the amount which he pays to sustain a good school for the instruction of *all* the children in the district or township in which he lives, never find its way back again to him in the improved character of the community for intelligence, enterprise, and morals? Is not real estate in such a community more valuable, capital more productive, and enterprise more intelligent and successful? Would not the general thrift and prosperity caused by this intellectual and moral elevation, lighten public burdens, increase social enjoyments, enhance the value of property, multiply the facilities for its acquisition, and increase the security of its possession? Such cultivation could not fail to diminish pauperism and crime, lessen poverty and suffering, throw around the gardens, orchards, and the products of the field, an inclosure that would never be passed, improve the highways, and materially increase the substantial comforts and conveniences of the house, the farm, and the implements of husbandry. (Appendix B. and D.)

An enterprise fraught with such blessings should not be permitted to fail for lack of funds. Let a tax of two mills on a dollar be levied and be paid into the State treasury, and disbursed to the several townships, according to the number of children between certain ages. Let the townships be authorized to raise a tax of one mill on a dollar, in addition to the State tax, if they choose, and should they do so, it would be no more than Michigan does for the same noble purpose. The State tax would yield, according to



last year's valuation, \$244,534, which, added to the income of our educational funds as reported by the superintendent last January, would afford us \$364,531. The township assessment would furnish an additional sum of \$122,265, swelling the aggregate to \$486,796.

Let no one be alarmed at the proposition, for it will impose burdens grievous to be borne on no one. The poor man with only 40 acres of land, valued at \$250 would be called upon to pay a tax of only *fifty cents*. The owner of an 80 acre lot worth \$500 would be taxed only *one dollar*. And the possessor of \$1,000 would be required to pay but two dollars to secure to all his children, what now costs three-fourths of the community twice as much to obtain for *one* child. Such a plan would distribute the burdens equitably on all according to their ability to bear them, and according to the *pecuniary interests* affected by the intellectual and moral elevation of the great mass of the people. Is not the rich *land holder* interested to the full amount of his property in the moral and intellectual culture of the community in which it is located? Is not its value *enhanced* by the intelligence and virtue, and *lessened* by the ignorance and vice of the surrounding neighborhood? Is not the *merchant* also interested to the full amount of his stock in trade, in the enterprise, intelligence and integrity of the community in which he does business? Would he find so large a share of his profits engulfed in the whirlpool of bad debts, if the people were honest and industrious? Can the *manufacturer* invest his capital with equal security and hope of success among an ignorant and vicious people that he could in an intelligent and virtuous community? Would a railroad or a telegraph running through a region, whose inhabitants, induced by designing men to believe that such monopolies were hostile to their interests, should obstruct the



cars, remove the rails, or cut the wires, be as productive, or the market value of its stock be as high, as it would be, if such an improvement was situated in a section of the country distinguished for its provision for the education of the whole rising generation without distinction?

Then the rich will have no occasion to complain of the burden of a two mill tax, when they consider that their property is not only affected in its value by the character of the immediate community in which it is located, but also by the legislation of the State, where it is vested. It is evident that the vote of a wise man and a sound statesman, will count no more than that given by an ignorant, selfish demagogue. Can it be reasonably expected that the representatives of an ignorant county will be as intelligent and competent to enact wise and judicious laws, or take as enlarged and liberal views of the real interests of the commonwealth, as those chosen by a more intelligent constituency? Their honesty and patriotism may be equal, but their legislative competency may justly be questioned. If this be a sound and correct conclusion, then the man of wealth will find no better investment for the small portion of his funds, which such a law would require, than the object contemplated by the passage of such a bill. His property, as far as affected by legislation, is just as much in the power of the representative of a constituency, one *third* of whom can neither read nor write, as it is in that of the man who has the honor to represent "Old Wayne," and who may well be proud of the fact that of his 9349 adult constituency in 1840, only *forty-four* were unable to read.

Pass such a law, and it would immediately remove two of the most formidable obstacles to the prosperity of our schools—the want of adequate funds, and a proper degree of interest in the school by the great mass of the people.



## PHYSICAL NEEDS OF THE SCHOOLS.

Having provided the pecuniary means for the support of our schools in a manner that cannot fail to awaken an interest in the minds of the community at large, let us now direct our attention to the question, what are the essential characteristics of a system that will most effectually secure the proper education of the entire youth of our State? Experience replies in a tone that may well challenge our attention, a system that provides for *comfortable and convenient school houses, competent teachers, suitable school books, and efficient supervision*, is the only one that will accomplish the object, and is the only one deserving the notice, or worthy the sanction of a legislative body.

A moment's consideration of the work to be performed, and the agents employed, will be sufficient to satisfy us that both wisdom and economy demand that our school houses should be neat, commodious, and well arranged edifices; provided with the necessary means for heating and ventilation, as well as the appropriate apparatus for illustration in the several branches taught. It is owing, in no small degree, to the want of such buildings and apparatus, that our common schools have proved such miserable failures; children have become disgusted with these seats of learning, teachers have despaired of success, and parents have concluded that they were nearly worthless. A school room with a suitable degree of light and heat, a pure atmosphere, well arranged and comfortable seats, a few articles of well selected apparatus, would present attractions, and afford facilities in the acquisition of knowledge, that would soon be seen in the cheerful countenances, the prompt attendance, fixed attention, and rapid progress of the children, and in the well directed and successful efforts of the teacher. Does the mind experience no inconvenience in the exercise of its



noble powers, from the severe drafts made on its sympathies and energies, by the extremes of heat and cold, light and shade? Do its faculties meet with no hindrance to successful action from the *torture of backless seats*, and an impure atmosphere? How much the sluggishness, stupidity, and mental inactivity of pupils are justly changeable to these various causes, is a question that has received but comparatively little consideration. The loss and inconvenience experienced by both teacher and scholar from this source alone, would be enough in ten years, to pay the entire expense of neat, comfortable, and convenient school houses in those districts afflicted with such curses. They deserve no better name, for they have been the occasion of the ruin of many a promising youth, and have proved the starting point of a downward career that has terminated in destruction. How many boys have been flogged, how many teachers have lost their temper, how many children have acquired a distaste for knowledge, from causes having their origin in these hovels, miscalled school houses? Many a farmer makes ten fold better provision for the comfort of his *cattle*, than has been made by scores of districts for the comfort of the rising generation, in acquiring that education which shall prepare them to discharge the duties of *American citizens*. Few of those competent to judge of the reality and nature of these hindrances, will doubt that scholars have, in innumerable instances, been so seriously retarded in their studies, that it may be said with great propriety and truth, that at least *one-fifth* of their time and efforts was an absolute loss. Suppose that the unfortunate district contains *fifty* scholars, who by this conflict with the elements are interrupted in their studies to such a degree that they do not accomplish more in five years than might be effected under more favorable circumstances in four years. Suppose



the charge for tuition is only \$2.50 per quarter, then the amount of tuition of those scholars will be \$500 per annum, which, multiplied by the number of years lost during the fifteen years scholastic life, swells the sum to \$1500. Then there is a loss of three whole years of time, involving not only the loss of three years' tuition, but also the expense of board, clothing, and the pecuniary value of the time. This amount is enough, without going into an estimate of the expense of board, clothing, and the value of time during these three extra years, to show us in a very satisfactory manner, the economy of good school houses, in pleasant locations, and well furnished with the appropriate helps for a thorough, and successful physical, intellectual, and moral training.

The interests of the head and the heart and the purse have far more to do with this matter of school-houses than many suppose, and far greater sacrifices of these interests are made every year than most imagine, or perhaps would be disposed at first to admit. Many a bright and promising child has passed for a block head in school when his dullness was fairly changeable to the extremes of heat and cold, and the impurities of an atmosphere rendered unfit for respiration by having been previously deprived of its vital qualities. How much listlessness, distraction of mind, and inattention have we all both witnessed and experienced in our school-boy days without dreaming of the cause? How many children of mild and amiable tempers, of lovely and agreeable dispositions, of lively sensibilities and delicate frames, have been chafed in temper, spoiled in disposition, blunted in sensibility and tortured in body on these *depots* on the railroad of knowledge, which present a striking contrast to the *neat, commodious, and well furnished edifices* reared along the railroads of commerce for the comfort and convenience of the passing



stranger. The wisdom and forecast of these *private corporations, and well furnished edifices* reared along the railroads economy of that great and *public corporation, the Commonwealth.*

Is it not wise to economize the time and energies of youth in this department of their efforts, as well as in any other? Are time and money less valuable here than in other pursuits of life? Is not the very sight of many of our school houses enough to quench the ardor of the most enthusiastic pupil and discourage the heart of the most devoted and self-denying teacher? Let the proper change be made in this department of the system and we shall soon discover what is the true economy, as well as the measure of our duty. Reform here is an indispensable prerequisite to the next step in the progress of improvement. (Appendix C.)

#### COMPENSATION OF TEACHERS.

A neat and commodious house, pleasantly situated, judiciously seated and well furnished with blackboards, maps, and other necessary apparatus, and provided with the means of thorough ventilation, would give emphasis and *consistency* to the demand that those who might take charge of our children should be men of unblemished morals, cultivated minds, correct habits, and keenly alive to all that is lovely in character and conduct. Having made such provision for the physical comfort and convenience of our children and their instructors, we might *consistently* and justly expect that their efforts should correspond in some good degree to the magnitude and importance of the interests entrusted to their care and supervision. Such provision would be substantial evidence to the teacher that his patrons entertained enlarged views of the dignity and importance of his vocation, appreciated his worth, would lend him their



sympathy and co-operation, and liberally reward him for his services. In such an exhibition of public sentiment, the school teacher would find strong inducements to qualify himself for his high and noble calling. He would be impelled to action by a class of motives as pure, elevated, and efficient as now prompt to effort and eminence in any department of professional life. Without such evidence on the part of the community, of its appreciation of intellectual and moral worth, what encouragement have cultivated minds to enter this employment? Why should the public complain of this class of its functionaries, so long as the exponent of its regard, is of so little pecuniary value? What inducement has a youth of commanding talents, noble and generous aspirations, to spend years of time and hundreds of dollars to fit himself for an employment that will not command a higher compensation than is given for services requiring no intellectual training nor moral culture? There is an obvious incongruity between a proper appreciation of literary worth and moral excellence, and the pitiful compensation generally accorded to its services in this department of labor. As long as the present miserable apologies for school houses exist, with their dilapidated walls, shattered windows, backless seats, smoky chimneys, filthy floors, paintless exterior, and painful interior, so long will ignorance and vice and incompetency successfully compete with intelligence and virtue and capacity for control in these miscalled seats of learning. It was a remark of Dr. Rush that *mothers and schoolmasters* planted the seeds of nearly all the good and evil in the world. There is much truth in the remark, and it shows us the value of good schools and competent teachers, as well as intelligent mothers. Children are peculiarly susceptible of impressions, both intellectual and moral, at the age we place them under the care of these instructors.



How careful should we be that their teachers should be qualified for the task, both by well furnished minds and well cultivated hearts. Such qualifications are absolutely necessary to make them safe and profitable persons to employ. Have you a horse to shoe, and do you make no inquiries whether the blacksmith is competent to do your quadruped justice? Would you commit your noble steed to the hands of one, who, through ignorance or carelessness, would make him a cripple by the first nail he drove? Would you have no relentings of heart when your favorite animal should seem to say, by his look and limp, why did you commit me to such a *blockhead*? Have you a web of cloth to be converted into garments for yourself and children, and would you place it in the hands of one, who by his failure to *fit* his customers, would exhibit his *unfitness* to have charge of even a *goose*? Would you commit your shoe leather to a knight of the awl and last whose best claims to patronage rested upon the equivocal compliment that he possessed great skill and tact in sewing up rips? If we would not deem it wise nor economical to waste the materials for the outward comfort and adorning of our childrens' *bodies*, on unskillful workmen, why should we peril the embellishment of the *inner man*, by placing their intellects and hearts under the instruction of those whose *incompetency* is as notorious as the paltry and contemptible sum they demand for their services? If we require skillful mechanics, and will employ only such, even on the score of economy, why should we not be governed by the same wise policy in the education of our children? Is mind a less valuable material than matter to be wrought for useful purposes? Is animal sinew more precious than the moral power and undying sympathies of immortal beings? Shall the man who labors to develop the intellects of our children and cultivate their moral powers,



be placed lower on the scale of pecuniary compensation and personal consideration, than the humblest artist that gives shape and utility to inanimate matter? Shall the cashier of a bank, the superintendent of a railroad, the agent of a cotton factory, receive a larger salary than the president of a college? Is the custody of bank bills, the direction of locomotives, or the oversight of spinning jennies and power looms, of more importance to the commonwealth than the proper training of the future voters and legislators of our land? Do we need able and accomplished men to command our armies and ships of war, to train our soldiers and sailors to fight the battles of our country? Do we expect to secure the services of such men for a mere pittance? No! We pay a passed *midshipman* in the navy or a *lieutenant* in the army, a larger salary than the professors in any of the colleges in the State, except the State Institution. Elevate to its proper dignity and pecuniary reward the employment of the common school teacher, the academical instructor, the collegiate professor; then we may expect to secure the services of able and competent men. Make the profession of teaching as lucrative and honorable as the other professions, and there will be no lack of noble and generous youth to fill it.

All that legislation can appropriately do to correct the evil, is to require that public funds shall not be expended in payment of the services of any other than men of *well trained minds and unblemished morals*. Let such a law be enacted and rigidly enforced, and let provision be made for the gratuitous instruction of such as will devote at least a portion of their lives to the business of instruction, and we shall soon see a radical change on this subject among the great mass of our fellow-citizens.



## UNIFORM SCHOOL BOOKS.

The importance of uniformity in school-books is readily seen and admitted by all who understand and appreciate the principle of division of labor and the economy of good implements in every department of human enterprise. There is a cause for rejoicing in the fact that so many valuable text-books, in every department of primary education have been prepared by able and experienced teachers. In this respect the present generation enjoys superior advantages over any other, and a wise use of these facilities can not fail to exert a happy influence in the elevation and improvement of our primary schools. The proper regulation of this matter will naturally fall within the province of that supervision which legislative enactment may provide.

## SUPERVISION.

A wise and efficient system of supervision of our common schools and higher institutions of learning, is the grand desideratum. To secure this will require an amount of practical wisdom and experience that it would be presumption to assert can be found in any one man.

A perfect system of primary education is a problem that has long been in process of solution. New York has approached nearer to a satisfactory demonstration of it than any other State. The concentrated wisdom of her statesmen has been directed to this very point within the last five years. It should not be forgotten, that in reasoning from the experience of small States, with a dense population, to ascertain the correct course, which larger States with a sparse population should adopt, sad and laughable blunders may be committed. What would be wise and admirably fitted to meet the wants of Rhode Island, or Connecticut, or even of Massachusetts, either of which Indiana could almost put in



her "pocket," might be very inappropriate to our condition and circumstances. A State superintendent may answer very well for those States to the extremities of which he may ride in a day and lecture annually in every township. Our commonwealth is on a larger scale, and the task of performing such a service for Indiana would require more than one man could accomplish were he ever so wise and vigorous. The man who should have the vanity to imagine himself competent to accomplish the enterprise, would furnish conclusive evidence of his unfitness for the station. We divide the superintendence of our Erie Canal between two men, and think it a wise and economical arrangement. Every hundred miles of railroad demands the entire time and energies of one man to superintend. Do the supervision, and semi-annual visitation of *thirteen* branches of our State Bank, require the services of one of our ablest men? How absurd and preposterous then is it to suppose that *one man* would do justice to our common schools, in *ninety* counties, by annual visitation, and such supervision as would impart any permanent vigor to them, or awaken that degree of interest in them, among the great mass of the people, which their prosperity imperatively demands. It is vain and idle to entertain for a single moment, the idea, that a "Minister of Public Instruction, with an ample salary," would prove the grand panacea for all our educational sprains and aches. Let the matter be discussed, and the question fairly answered: Will the creation and filling of the office of State Superintendent, meet the exigencies of the case, and supply the grand desideratum in our educational system? Let us look at the difficulties that meet us at the outset. Will the office be at the mercy of party politics, and the incumbent bear the complexion of the powers that be? New Hampshire and Connecticut echo, yes. The superintendent of the former, had



scarcely issued his first report, before he was officially decapitated, by the sword of Executive proscription, not for official malfeasance, but political non allegiance. In the latter, the first political change after the creation of the office, brought with it the Executive recommendation, to abolish the office, and deprive the State of the services of such a man as Henry Barnard, whose four volumes of Connecticut Common School Journal, contain an amount of educational statistics, and documentary knowledge, and practical information, of incalculable value, and a lasting memorial of the proscriptive character of his removal. If such things be done in the land of steady habits, can we reasonably suppose that they will not be re-enacted here? Create the office, and it will require no prophet to tell us, that there will be a greater crowd of ignoramuses to fill it, than ever presented themselves to the Board of the State University, as candidates to fill its mathematical chair. Let him be elected by popular vote, or appointed by Executive authority, or chosen by joint ballot of the Legislature, the question would be immediately asked by thousands, not is he qualified, but is he a *Presbyterian*? Then he will employ his official and personal influence, in favor of Presbyterian colleges, and Presbyterian teachers. Is he a *Methodist*? Then he will traverse the length and breadth of the State, extolling the character, and magnifying the superiority of Methodist institutions, in the *extent* and *thoroughness* of their course of studies. Is he a *Baptist*? Then his sympathies will be enlisted in favor of that denomination, and its literary institutions. Does he belong to no religious denomination? Then he will not have the confidence, and hearty co-operation of a large portion of the community, for however diversified may be our religious sentiments, there is a strong and prevailing impression in society that the great principles of the



Bible, are inwrought in, and inseparable from, the civil institutions of the land. The Bible is too deeply enthroned in the hearts of the people, to be excluded from our common schools, and other institutions of learning. "Woe worth the day" to us as a nation, when that blessed volume shall be denied an entrance to any of our seats of science. But with what consistency and success, would one urge the claims of the scriptures, as a standard of moral action, whose own life and character were not regulated by its holy teachings? A minister of public instruction should be a man of sterling worth and religious principle, else he will be destitute of an essential element of success, and an indispensable qualification for the office.

Is there any hope that such a man can be obtained to labor in Indiana without awakening denominational prejudices, and sectarian bigotry to such an extent, as to forbid all reasonable expectations of success? When prominent and influential individuals in leading denominations, will publicly advocate the distribution of the school funds among the different sects, according to their number, or to urge the withdrawal of their denomination from the common schools to establish and sustain parochial schools under the pretext that the Bible, whose claims as a standard of morals, have been recognized in various ways, in our civil policy, cannot be used in our common schools without interfering with the religious belief of citizens, it is certainly the dictate of wisdom to abstain from introducing any new element of discord. It is deeply to be regretted that such views should be advocated, and their adoption urged by good men. While all are free to express their opinion, it is the inherent right of every one, to canvass the measures recommended for general adoption. If the plough-share of sectarian bigotry, must be driven through our common schools, it should be dis-



tinctly understood, by the advocates of such measures that the legitimate result of that policy, will be to sunder some of the strongest ties that bind our social and political fabric, and loosen the very *keystone* of the arch of our present happy Union. It is said that the experience of Ohio refutes the objection, that the task is too Herculean to be accomplished by one man. Let us look at the facts of the case. Mr. Lewis, the first and only superintendent, as a separate and independent officer, that Ohio has ever had, was elected in 1837, and resigned in 1840, on the ground of impaired health, and says in his letter of resignation, "he who fills this department, with honor to himself, and usefulness to his country, will need to have health sufficient to sustain him, under severe physical labor one half of the year, and a constant attention to office duties the other half." He did all that a noble and devoted man could do, and in three years sunk under the pressure of the burden. Why has Ohio remained *seven* years without filling his place, if such an officer is indispensable, especially after having had ample opportunity to see the effects of his labors? The report of her superintendent (she makes her Secretary of State ex-officio superintendent of common schools), for the last two years, furnishes abundant evidence that her schools will never become what they ought to be, by the labors of *one man*. In his last report Mr. Galloway employs the following language, which corroborates the position we have assumed: "Some, supposing that an individual at the head of the school system, unincumbered by other duties, and giving his exclusive attention to the subject, might inspire it with new life, have recommended the re-establishment of the office of State Superintendent. The most eminent talents, and devotedness, in such a post, would, in our present condition, be comparatively *valueless*, for want of a vigorous co-operative agency in all the



counties, or at commanding points. The forte of a superintendent must consist in his personally visiting the central places of influence and intelligence, and exciting, and invigorating controlling minds by addresses on education. The agency must necessarily be restricted, in a great measure, for there are no *apt conductors* of any animation, which he might produce. He may electrify audiences, by his eloquence and facts, but there are none ready to catch the fervor and communicate it to all. For want of this active sympathy, the stimulus will be momentary, and will be like galvanic action on the lifeless corpse—a spasm or two, and all will be over. Written appeals and circulars for many years have been transmitted to important localities, but they have not met an intelligent response, and produced the appropriate effects, for want of welcome sympathy, and cultivated sentiment. However desirable and useful the services of an officer of the kind designated might be, yet it is believed that a *county superintendent* is of paramount importance, and ought to be preliminary to this, or any other important change. This is next in order to that prime necessity, money, and without it the most abundant means will not accomplish the high aims of the founders of our school system.” The closing suggestion, is only a reiteration of a thought we find in Mr. Lewis’ last report: “My experience confirms me in the opinion, that there must ultimately be a county officer, whose special business it shall be, to attend to all school duties, if we intend to elevate our system to the proper standard. I am clearly of the opinion, that it would be a saving of expense to have such a county officer, and that it would essentially aid in rendering permanent and prosperous the cause of universal education.” These views of Mr. Lewis have been triumphantly carried out in New York. She incorporated the county superintendent feature into her sys-



tem in 1841. The reports of the labors of these officers for 1843 and 1844 are contained in two large 8vo. volumes of 467 and 699 pages. The perusal of them will be sufficient to convince every candid mind, that the county superintendents are the only officers that can apply the appropriate remedy to the evils found to exist, to a greater or less extent, in all the common school systems of the Union. Let us retain our present arrangements, by which the Treasurer of State becomes *ex-officio* superintendent of common schools, and so perfect our system, that he shall have the materials put into his hands, for a full and able report to the legislature. Let us, like New York, leave that feature of our system undisturbed, and direct our efforts at improvement in another direction. She has not been guilty of the folly of sending that officer from Dan to Beersheba, to lecture and collect statistics; and the result of her efforts to infuse life into her system by the introduction of the county superintendency, is such that warrants the belief, that we cannot devise a better plan. A brief survey of their appropriate duties will furnish the most satisfactory expose of the character of the office, and the reasons for the high estimation in which its incumbents are held. They visit all the schools in the county, examine and license teachers, address parents, encourage pupils, counsel instructors, advise township superintendents, recommend school books, hold teachers' institutes, deliver public lectures upon the best mode of teaching the several branches taught in our common schools, and the happiest method of governing, suggest improvements and changes, as experience and observation might show to be desirable and important, introduce teachers to the acquaintance of district trustees, and thus lend them important aid, in procuring the best instructors, settle questions of dispute relative to the operation of the school law in its various ramifications, collect statistics,



receive the reports of township superintendents relative to funds, scholars, and school houses, length of schools, rate of wages paid teachers, number of children in each district between five and twenty years of age; and embody these reports, in one to the State superintendent, who would thus be furnished with materials for a full and an intelligent exhibition of the educational condition of the State, to be laid before the legislature every year. It is obvious to every one, upon the slightest reflection, that the faithful performance of such duties would require an amount of labor that might well tax the time and energies of one good man in every county. That our schools require such supervision is abundantly evident from their present condition; that the faithful performance of such duties, by a competent man, would render them tenfold more useful than they now are, is equally manifest. They would be the channels through which information would be received by the Legislature, and through which its action on this subject could be most effectually conveyed to the points desired. The county superintendency would afford the happiest opportunity, and also furnish the most efficient means to reach the public mind, influence and direct public sentiment upon the subject of popular education. The superintendents would induce parents to visit the schools, in connection with their semi-annual visitation, and awaken in their minds an interest which would not fail to result in the speedy removal of evils, which would otherwise last for generations. The effect of an address to them, in the presence of their children, and neighbors, and instructor, upon the importance of punctuality in attendance, the advantages of good text books, comfortable and convenient school rooms, the value and economy of well qualified teachers, the duty of filial obedience, the connection of habits formed in early life with subsequent character,



could not fail to exert a moulding influence upon youth, and prove a silent corrective of many defects in parental government, and essentially modify the crude opinions so prevalent in community, upon parental obligations.

The change that would be effected in five years in the improved character of teachers, would be of more pecuniary value to the commonwealth, than the whole amount of their salaries. They would be the only authorized persons to examine teachers, and their certificate would be of no avail in another county, so that they would be compelled to witness the consequences of a want of fidelity in this important duty. They would have the highest motive to be true to the trust confided to them. They would be impelled to activity in the discharge of their official duties by various considerations. The character and extent of their labors would be inferred from the complexion of their annual reports. The gradual improvement of the schools, and qualifications of the teachers, and increased interest of parents in them, would be considered the appropriate evidence of their fidelity. A motive impelling to effort might also be drawn from a noble and generous rivalry between adjacent counties and their superintendents, to have schools of a high order, teachers of superior attainments, school houses of a neat and attractive exterior, and a well arranged and well furnished interior, ably conducted and well sustained teacher's institutes, the best text books, and uniformity in their use, the best selected libraries, and the highest degree of intellectual culture and refinement in the great mass of society. Their term of office should be at least three years, so that there may be inducements to exertion arising from a period of official life sufficient to authorize leaving other employments, and making suitable preparation to qualify themselves for this. By such a period of official existence, they would have the



opportunity to acquire much practical knowledge and experience, thereby increasing their powers of usefulness. They should be appointed by the county commissioners, impelled to impartiality and fidelity in the appointment, by the sanction of a special oath to select the best man. The compensation should be such as to command the services of competent men. In New York, they are appointed by the county supervisors, for two years, "removable by them and the State superintendents for cause shown. They receive two dollars per day, the whole amount not to exceed five hundred dollars in any one year; one half of which is a county charge, and the residue payable by the State." The county superintendents possess advantages over any other, from the fact that they labor on a field where they are personally known. Their knowledge of localities and the possession of the confidence of their fellow-citizens, from their known integrity and moral worth will enable them to prosecute their labor with great facility and success. From the considerations already named it is obvious that there are good and substantial reasons for the high degree of favor this feature of their system has met with, from the great mass of people in the first and only State that has adopted it. How much our educational interests have suffered from neglect, may readily be inferred from the suggestions already made relative to what is necessary to elevate them to their proper position in the public estimation, and to give them a character that shall not only retain that estimation, but even increase the conviction of the paramount importance of intellectual culture to any plan of internal improvement. The inversion of the natural order of progress has been our folly, and we must smart for it, however sincere and hearty may be our repentance. Our fathers made provision for the education of the rising generation, long before they had subdued the forest. The wis-



dom of their policy is seen in the intellectual and moral condition of their posterity.

They did not begin to lay the distributing pipes to convey the waters of knowledge to every family, till they had located the reservoir, and given it an elevation and capacity that would insure an abundant and unfailing supply, and send its life-giving contents through every channel to the remotest part. They also established subordinate fountains at points where the inhabitants were sufficiently numerous to require such local supplies. These *memorials* of the wisdom and foresight of our pilgrim fathers will outlive the most splendid monuments of their commercial enterprise and physical improvement.

Does any one ask, what feeds these perennial springs that burst forth from every hillside, and pour their fertilizing streams through every valley of New England? Let him look at those massive structures, around which the moss of ages has begun to gather. Let him ascertain their dimensions, and fathom the depth of the waters within. Let him stand by, when those fountains play and toss their crystal waters in mid-air. Let him contemplate the view, when the dazzling rays of the mid-day sun fall upon those attenuated drops in their misty height, and paint surrounding objects with all the rainbow's georgeous colors. Let him trace those sparkling waters thrown up for an hour to exhibit their purity and the elevation of the fountain, as they fall into the basin beneath to be thrown out in a thousand fantastic forms from other reservoirs, and distributed to every mansion without distinction, to refresh and bless its inmates. Can any one be at a loss for the cause of the superior intellectual fertility of New York, who contemplates her spacious reservoirs, splendid fountains, and ten thousand pipes, through which the waters of science, and literature are con-



veyed to all her citizens? Her colleges and academies and common schools are brighter gems in her coronet of glory than her canals, railroads, and aqueducts. She has wisely constructed these literary reservoirs and fountains of science, and connected them with the subordinate portions of her system of distribution, and considers them one and indivisible. As water raised to a great height, will freely pass through the channels made for its distribution beneath, so knowledge in possession of cultivated minds, will diffuse itself through surrounding masses brought in contact. How beautifully is this illustrated by the labors of some of her most gifted sons in the cause of popular education. Have her DeWitt Clintons, her Dixes, her Spencers, done nothing for common schools?

#### HIGHER EDUCATION.

As water will not rise higher than the fountain, so common schools can not train those who will, in turn, elevate and improve these primary institutions. To assert that they can be raised to their proper elevation without the aid of intellectual culture, superior to what they can furnish, is as idle and visionary as the chimera of perpetual motion. This simple comparison, drawn from a well known principle of hydrostatics, is enough to prove beyond the shadow of a doubt, the indispensable necessity of higher institutions, to secure the permanent prosperity, as well as the gradual elevation of our common schools. Where will be found the most intelligent, efficient and persevering friends of our primary schools? Will they be among those who foster the vulgar prejudice that colleges are aristocratic and have nothing to do with common schools, their teachers and students have no sympathy with the common mass; or will they be found among those whose minds have been expanded



by enlarged and liberal culture, and whose intellectual vision extends beyond the narrow limits of the demagogues' horizon, and whose creed does not consist of the seven principles of the political sycophant. Who have been more untiring and self-denying in their efforts to promote the cause of universal education, than the educated ministry of our country? Who have devised and matured our systems of common schools, and raised them to the proud position they now occupy in the Empire State? Let her most gifted and able statesmen answer, and their slanderers sink to the oblivion their baseness merits.

Experience admonishes us not to overlook our academies and colleges in our zeal for common schools. These higher institutions, are the reservoirs and fountains, and it is idle to expect that the waters of science will burst forth in living streams, in every district of the State, unless these fountains are capacious and in good repair. The State may be traversed by a thousand canals, but if reservoirs and feeders are not provided in sufficient numbers and capacity, they would be literally ditches, proclaiming the folly of those who dug them.

It was doubtless an oversight in the legislative recommendation, to the friends of education, to assemble and discuss the subject of common schools, and embody the result of their deliberation, in resolutions and suggestions for the consideration of the law-making power, that no reference was made to higher institutions. Perhaps it was supposed that these would take care of themselves, while the common schools needed to be *looked after* a little, inasmuch as the superintendent reported that almost *two-thirds* of their pupils had *played truant* the last year. It is to be hoped, that as the convention in its first session, was entirely engaged in devising the best mode of laying down the *pipes*,



and recommending the appointment "of a *superintendent* with an ample salary," to take charge of the distribution of those streams of knowledge, which would go coursing through their nicely adjusted channels, in spite of all Dame Nature's vetoes, it will at its next session, appoint a committee to ascertain the character and condition of the reservoirs, which must supply the waters of knowledge, to fill their intellectual canals, and report to the Legislature before the close of the ensuing session.

I fancy that such report will not be of the flattering character that some suppose, or such indeed, as would seem to be implied in the silence of the Legislature on this subject, in its resolution of invitation. It is probably impossible to ascertain the condition of our county seminaries. There are a few of them that deserve the name, but it is believed that a large majority of them are miserable perversions of what was contemplated by the authors of that feature of our educational system, and perfect mockeries of such institutions as we need, to educate the male and female teachers of our common schools. The thought of making crime furnish the means of its prevention, was a happy one, and the embodying of the idea in the fundamental law of the State, in the form of provision for academical institutions was equally felicitous, but the details of the plan have been unfortunate. The fine and forfeiture should have been a common fund, similar to the Literature fund of New York, for the special encouragement of academies.

Had that course been taken, we should have had by this time a handsome fund, the interest of which, distributed to the incorporated academies, *one* in each county, according to the number of pupils pursuing a given course of studies, would not fail to impart a life and activity to this department of our educational efforts which it does not now possess,



and *never will have*, till something of this kind is done. Let us not waste our time in fruitless regrets, but guard against the perpetuity of the folly. Let us secure as large a portion as possible of the seminary funds, and convert them into a common fund for the equal benefit of the State. If rogues and rowdies remained in the same counties, in which they committed their depredations, then the propriety of retaining in those counties the amount of their fines and forfeitures for the better instruction of them, or at least of the rising generation, which might be liable to be led astray by their bad example and evil influence, would be more obvious. But as they are given not a little to *migratory* habits, it seems as wise to anticipate their depredations, as to attempt to correct the evil after its commission. Then it is manifestly wise and equitable to make such a fund contribute to prevention as well as correction, and in such a way as will most effectually call forth and encourage individual and associated effort. A glance at the academical department of the superintendent's report of last December, reveals the wretched condition of a portion of our system. That document presents a strong appeal for legislative interference to recover from abuse and utter ruin, the funds which have accumulated under the provisions of the Constitution. There is but little in the history of this department to encourage the hope, or warrant the belief, that the expectations of the framers of the Constitution, will ever be realized by the *present generation*. Better sell the seminary buildings in those counties, where they have not already been *levied upon*, and convert the avails into a fund, which being added to the unexpended cash on hand, in the counties where no buildings have been erected, should be kept accumulating until it amounts to \$100,000. The interest on that sum, and the aggregate of the fines and forfeitures from year to year,



would soon amount to \$10,000 to be distributed in the way suggested above. Such a sum, judiciously appropriated, would do much to stimulate and assist public enterprise, and secure the proper instruction of hundreds of worthy young men and women, to become the instructors of our common schools. Such a mode of distribution would bring this class of institutions into operation as fast as the public interests really demand. This system would prevent public funds being expended for buildings of an unsuitable character, and cause all mistakes in this way, to be made at individual cost, and not at the expense of public funds.

#### THE STATE AND ITS COLLEGES.

While it is best that colleges should be left to the control of those who will invest their funds in such enterprises, yet it is the duty of the commonwealth to have such an oversight and control of them, as will enable her to determine whether an increase of them is needed, and whether they are substantially what they profess to be. Our best and highest interests are vitally affected by this class of institutions. In them will be formed the character of many of the controlling minds of every generation. Is it a matter of no consequence to the community, what may be the character of those who teach, and thus give direction to mind and heart in their developments? Does the commonwealth suffer no detriment from men of superficial attainments, or equivocal character, occupying such stations of influence? Do we wish repudiation to be taught in these institutions and a code of ethics adopted, as would furnish even the most distant encouragement to the doctrine that the end justifies the means? These fountains must be pure, and those who preside over them must be above suspicion of anything mean. They must be men of sterling integrity, transparent honesty,



noble and generous sympathies, enlarged and liberal views, and well balanced and thoroughly cultivated minds. The course of study pursued in them should be as extensive and thorough as in any colleges in the land. Those who now so far forget the claims of the institutions of Indiana upon their patronage, as to send their sons over the Alleghanies for education, would have no pretext for expending their funds on colleges a thousand miles off, when their sons could be as thoroughly trained on Hoosier soil, with those who will be their compeers in after life. Why should fifty men in Indiana expend \$300 apiece per annum in sending their sons to the institutions of the older States, when it need not cost them more than one-third of the sum, to educate them at home? Why should these men pay \$10,000 a year extra, for the item of superior instruction, when it can be secured here, if they will unite with those engaged in rearing in Indiana colleges of a thorough and substantial character? The *annual extra expense* of these men, would endow a professorship in any of our colleges, and the aggregate expense of four years, would place a \$10,000 library in four of our own colleges for the benefit of the present and succeeding generations. Why should not that sum be secured to shield and encourage our own institutions? Indiana is called upon as a State, to awake to her duty to her colleges, on the score of political economy, if she cannot be impelled to it by higher considerations. Why should she not extend a generous sympathy, lend substantial aid, and manifest a *maternal* interest in the institutions of learning reared by the liberality of individual associations? Would not the \$100,000 thus saved in ten years be of some service to her? Would not the increased interest, thus secured for her own colleges in the minds of her educated sons, result in their enlargement and permanent usefulness?



Would not the successful operation of four or five colleges, established by private munificence, enjoying the confidence, and sharing the patronage of large portions of the citizens of a State whose inhabitants in thirty years will be millions, contribute much to give character and stability to our common schools, furnish *competent instructors* for our county seminaries, improve the liberal professions, elevate the standard of public morals, give tone to public sentiment on every important subject, and interpose the most effectual barrier to improvident and unwise legislation?

#### A STATE UNIVERSITY. THE NEW YORK PLAN.

It is both the interest and duty of the State, to encourage and assist every association of her citizens engaged in enterprises of a public nature, if those enterprises would languish or fail of success for want of such aid. Is it for the advantage of the community that a canal should be constructed, or a railroad be built through an important section of the State? Then it will be wise, politic, and just, that those who will make such improvement should have the co-operation of the State. Public funds have always been found to be more safely invested, in connection with private capital, and also more productive in enterprises that enlist individual effort, and are regulated by private supervision. If it is wise for the State to encourage and aid private enterprise in completing works of *internal improvement*, would it not be equally wise and equitable for her to assist her citizens in their associated capacity to rear *institutions of learning*, from which no pecuniary remuneration is sought, or expected by those who contribute the funds? Would not the investment of her University funds in connection with private enterprise, be more productive than her present arrangement? To discharge her duty as trustee of funds furnished by the



General Government, she must create a corporation to carry out her views and wishes. Is it reasonable to suppose that the Board of Trustees will feel the same degree of interest and make the same effort, that they would in an enterprise, in which they had invested their own funds? I have entire confidence in those members of the Board of the State University, with whom I have the pleasure of an acquaintance, yet it will not be impeaching their honesty nor questioning their integrity as honorable men, to suppose, nay, to believe, that they will not feel the interest, nor make the sacrifice to elevate its character, that they would in an institution in which they had each embarked a thousand dollars of their own funds. The State can not manage colleges any better than she can canals and railroads, and the history of such enterprises abundantly proves that there is a more excellent way. Let her copy the example of New York, with such modifications as circumstances would seem to require. Let Indiana dissolve the present Board and create another by the style and title of "Regents of the University." Let such Board consist of at least sixteen members, two from each of the several denominations engaged in promoting collegiate education and the remainder from other portions of the community, who have not yet embarked in such an enterprise. They should all be men who have been connected with a college at some period of their lives, so that they would be familiar with the proper course of study to be pursued, and qualified to conduct the examinations in such a course. Let this Board have charge of the University funds, and disburse the income of these funds, equally to those colleges which would comply with the conditions of the disbursement. The University should consist of such institutions as would adopt a course of study substantially equivalent to the one prescribed by the Board, furnish an



annual report of their receipts and expenditures, the number of students, the actual amount of study accomplished by each class, and the course required to be pursued to obtain a degree, permit a committee of the Board to attend the annual examination, and assist in conducting them, provide for the delivery of a course of lectures to their students, upon the theory and practice of teaching and the best mode of governing common schools, and admit students, one from each county, free of charge for tuition, to the amount of the annual appropriation to said college. Such an Union of affiliated institutions, would be a glorious realization of the idea of an University. It would leave the several corporations at perfect liberty to control and manage their affairs at pleasure, only requiring that they should be what they profess to be, conferring no literary degree below a certain grade, and permitting no one to enter upon the studies of a class, without a satisfactory knowledge of the previous studies of the course. Then students could not pass from one college to another, and enter upon a higher grade of studies than they were pursuing at the one they left. Cases of this kind have occurred, which induces the belief that the interests of sound learning, have suffered from an eagerness to swell the number of students, and gratify the wishes of those desiring to shorten the period of mental effort.

We need as sound and thorough scholarship in Indiana as the people of any other State. The day is not far distant when cultivated talent will receive its due reward. Let our colleges be such as will command the respect of the literary world, and their graduates be worthy peers of those who may have been educated at the older institutions. There are five colleges in operation, including the State institution, whose course of study is published. Four of these have been reared and sustained by as many different denomi-



nations, and are points around which are clustered the sympathies of those portions of our citizens who have established them. They are conveniently situated to accommodate their friends and patrons. The interests of sound learning suffer by the multiplicity of institutions, having the same nominal character. It may justly be questioned, whether the real wants of Indiana, require any increase of the number of colleges for the next thirty years.

Let the Regents of the University have charge of the *Literature* fund, to be distributed to the academies, one in each county, as fast as they shall be established by private enterprise, and comply with the rules regulating the distribution. Let them have the power of determining whether the interests of learning requires an increase of colleges, and let the Legislature grant charters for such institutions only upon the recommendation of the Regents. Every college, previous to being admitted as a member of the association shall exhibit satisfactory evidence to the Regents that the corporation is a bona fide possessor of \$25,000 worth of property. Let the college buildings, grounds, library, and apparatus of the Institution at Bloomington, valued probably at \$25,000 be sold to any association of citizens who will give \$12,000, and pledge themselves to sustain a college, as one of the affiliated institutions of the University. It seems by the Treasurer's last report that the University funds have been reduced to \$72,413.73. This sum increased by the avails of said sale, would amount to \$84,413.73. Perhaps there may be lands unsold, so that the assets of the concern might amount to \$90,000.

Let the present Board be dissolved, and the proposed one be created, with the necessary powers to carry out the plan suggested. By the operation of this plan, the funds would be just as much in the power and under the control



of the State, as they now are. The income of the funds would all be *productive capital*, for it would all be expended for the tuition of worthy young men, who would pledge themselves to teach in Indiana, as many quarters as they should receive gratuitous instruction, or refund the amount of their tuition to the Board. Such an arrangement would be a happy union of public funds, and private capital in the noblest of all enterprises. Do those who will invest their funds in such enterprises, deserve no encouragement from the State? The public spirit and energy that has hitherto sustained them will doubtless secure their ultimate success, but would it not be good policy for the State to obtain such *efficient partners* in efforts to promote collegiate education?

How such a proposal on the part of the State would be received by the several boards of trustees of our colleges, I know not, for they have not been consulted, but the suggestion has been made with reference to the general welfare and prosperity of our educational efforts as the Trustees of funds appropriated by Congress for collegiate education. The plan seems to involve no serious difficulties and the prospect of effecting a greater amount of good is certainly as fair, to say the least, as our past arrangement. No vested rights are impaired, for the present Board is a mere creature of the State to manage the affair, just as the Trustees or Commissioners, of any other fund, are charged with the custody and distribution of its proceeds. No private property is involved in the change. It is a mere question of the best mode of doing, what the State is bound, both by *honor* and *interest* to do, in the wisest and most efficient manner.

If the suggestions contained in this address, shall prove of any service in directing you in your arduous duties, the object of presenting them will be accomplished, for they



have been made from no desire or expectation of any office, that might be created by their adoption, but from a desire that our beloved State should adopt such an educational system, as would be wise for our Sister States in this valley to imitate.

ONE OF THE PEOPLE.

## APPENDIX.

### A.

That our condition as a State and as a Union is actually more deplorable than the above exhibit drawn from the last census, indicates, becomes evident from various considerations.

“The deputy marshals or assistants, who took the census, traveled from house to house, making the shortest practicable stay at each. They received compensation by the head, not by the day, for the work done. Considering the time to which they were limited, more was required of them than could be thoroughly and accurately performed. The most creditable sources of information would be the heads of families; but as these might not always be at home, they were allowed to receive statements from persons over sixteen years of age. It must often have happened that the import of the questions proposed by them, was not fully understood. A new source of error would exist in any want of fidelity in the agent; and who can suppose among so many, that all were faithful? It is well known too, that no inconsiderable number of persons gave false information when inquired of by the deputies—either through a wanton or mischievous disposition, or through a fear that the census was only a preliminary step to some tax or other requisition to be made upon them by the government.



"Let me fortify this reasoning with facts. In the annual message of Governor Campbell of Virginia, to the Legislature of that State, dated January 9th, 1839, I find the following statement: 'The statements furnished by the clerks of five cities and borough courts, and ninety-three of the county courts, in reply to the inquiries addressed to them, ascertain that of those who applied for marriage licenses, a large number of them were unable to write their names. The years selected for this inquiry, were those of 1817, 1827, 1837. The statements show that the applicants for marriage licenses were as follows:

		Unable to write.	Proportion
In 1817	4682	1127	4.1
In 1827	5048	1166	4.3
In 1837	4614	1047	4.4

" 'It is to be feared that the education of females is in a condition of much greater neglect.'

"The information here given, was obtained from five city and borough as well as from ninety-three county courts, (the whole number of counties in the State being 123) not, therefore in the dark interior only, but in the blaze of city illumination. The fact was communicated by the Governor of a proud State to the Legislature of the same. Each case was subjected to an infallible test, for no man, who could make any scrawls in the similitude of his name, would prefer to make his mark and leave it on record. The requisition was made upon the officers of the courts, and the evidence was of a documentary or judicial character,—the highest known to the law. And what was the result? Almost one *fourth* part of the men applying for marriage licenses were unable to write their names. It would be preposterous to suppose that their intended wives had gazed, from any nearer point than their husbands, at the splendor of science. An inquiry made



in another part of the same State, by one of its public officers showed that one *third* of all who had applied for marriage licenses had made their marks.

"Now Virginia has a free white population, over 20 years of age, of 329,959. One-fourth part of this number is 82,482, which according to the evidence presented by Governor Campbell, is the lowest possible limit, which the minimum of adults unable to read and write can be stated. But the census number is only 58,787, making a difference of 23,702, or more than forty per cent. North Carolina with a free white population over 20 years of age, of only 209,685, has the appalling number, even according to the census, of 56,609 unable to read or write; or a great deal more than one-quarter part of the whole free population, over 20 years of age, *below zero*, in the educational scale. If to this number we should add 40 per cent., as facts require us to do in the case of Virginia, we should find almost *two-fifths* of the whole adult population of that State in the same cimmerian night."—*Hon. Horace Mann's Fourth July Address*, 1842.

In reference to our own State, it is sufficient to remark, that no reports of the number of those over 20 years of age, unable to read and write, were made by the marshals in *five* counties, and the number of this class in Monroe is stated to be only 9, which no one would believe to be correct of a county that joins another, where only *four-tenths* more than *one-half*, can read and write.

## B.

### EDUCATION AND LABOR.

"During the past year, I have opened a correspondence, and availed myself of all opportunities to hold personal interviews with many of the most practical, sagacious, and intelligent business men among us, who for many years have had large numbers of persons in their employment.



"The result of the investigation, is a most astonishing superiority in productive power, on the part of the educated over the uneducated laborer. The hand is found to be another hand when guided by an intelligent mind. Processes are performed, not only more rapidly but better, when faculties which have been exercised in early life, furnish their assistance. Individuals, who, without the aid of knowledge would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence, by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value, where there are no extrinsic circumstances to bind a man down to fixed position, after he has shown a capacity to rise above it; where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature, glide by each other,—there it is found as an almost invariable fact—other things being equal—that those who have been blessed with a good Common School education, rise to a higher and higher point, in the kinds of labor performed, and also in the rate of wages paid, while the ignorant sink, like dregs and are always found at the bottom."—*Mr. Mann's Fifth Annual Report as Secretary of the Massachusetts Board of Education.*

"The house with which I am connected in business, has had for the last ten years, the principal direction of cotton mills, machine shops, and calico printing works, in which are constantly employed about three thousand persons. The opinions I have formed of the effects of Common School education upon our manufacturing population, are the result of personal observation and inquiries, and are confirmed by the testimony of the overseers and agents, who are brought into immediate contact with the operatives. They are as follows:



1. That the rudiments of a Common School education are essential to the attainment of skill and expertness as laborers, or to consideration and respect in the civil and social relations of life.

2. That very few, who have not enjoyed the advantages of a Common School education ever rise above the lowest class of operatives; and that the labor of this class, when it is employed in manufacturing operations, which require even a very moderate degree of manual or mental dexterity, is unproductive.

3. That a large majority of the overseers and others employed in situations which require a high degree of skill in particular branches; which oftentimes require a good general knowledge of business, and, *always*, an exceptionable moral character, have made their way up from the condition of common laborers, with no other advantage over a large proportion of those they have left behind, than that derived from a better education.

"A statement made from the books of one of the manufacturing companies under our direction, will show the relative number of the two classes, and the earnings of each. This mill may be taken as a fair index of all the others.

"The average number of operatives annually employed for the last three years is 1200. Of this number, there are 45 unable to write their names, or about  $3\frac{1}{4}$  per cent.

"The average of woman's wages, in the departments requiring the most skill, is \$2.50 per week exclusive of board.

"The average of wages in the lowest departments, is \$1.25.

"Of the 45 who are unable to write, 29, or about two-thirds, are employed in the lowest department. The difference between the wages earned by the 45, and the average wages of an equal number of the better educated class, is about 37 per cent. in favor of the latter.



"The difference between the wages earned by 29 of the lowest class, and the same number in the higher, is 66 per cent.

"Of 17 persons filling the most responsible situations in the mill, 10 have grown up in the establishment from common laborers or apprentices.

"This statement does not include an importation of 63 persons from Manchester, in England, in 1839. Among these persons, there was scarcely one who could read or write, and although a part of them had been accustomed to work in cotton mills, yet, either from incapacity or idleness, they were unable to earn sufficient to pay for their subsistence, and at the expiration of a few weeks, not more than a half dozen remained in our employment.

"In some of the print works, a large proportion of the operatives are foreigners. Those who are employed in the branches which require a considerable degree of skill, are as well educated as our people in similar situations. But the common laborers as a class, are without any education, and their average earnings are about two-thirds only of those of *our* lowest classes, although the prices paid to each are the same, for the same amount of work.

"Among the men and boys employed in our machine shops the want of education is quite rare; indeed, I do not know an instance of a person who is unable to read and write, and many have a good Common School education. To this may be attributed the fact that a large proportion of persons who fill the higher and more responsible situations, came from this class of workmen.

"From these statements, you will be able to form some estimate in dollars and cents, at least of the advantages of a little education to the operative; and there is not the least doubt that the employer is equally benefited. He has the



security for his property that intelligence, good morals, and a just appreciation of the regulations of his establishment, always afford. His machinery and mills, which constitute a large part of his capital, are in the hands of persons, who, by their skill, are enabled to use them to their utmost capacity, and to prevent any unnecessary depreciation. \* \*

"My belief, is that the best cotton mill in New England, with such operatives only as the 45 mentioned above, who are unable to write their names, would never yield the proprietor a profit; that the machinery would soon be worn out, and he would be left, in a short time, with a population no better than that which is represented, as I suppose, very fairly, by the importation from England."—*Letter from James R. Mills, Esq., Boston, to Mr. H. Mann.*

"I have been engaged, for nearly ten years, in manufacturing, and have had the constant charge of from 400 to 900 persons, during that time \* \* \* and have come in contact with a great variety of character and disposition, and have seen mind applied to production in the mechanic and manufacturing arts, possessing different degrees of intelligence, from gross ignorance to a high degree of cultivation; and I have no hesitation in affirming that I have found the best educated to be the most profitable help; even those females who merely attend machinery give a result somewhat in proportion to the advantages enjoyed in early life for education,—those who have a good Common School education giving as a class, invariably, a better production than those brought up in ignorance. \* \* \* \*

"I have uniformly found the better educated, as a class, possessing a higher and better state of morals, more orderly and respectful in their deportment, and more ready to comply with the wholesome and necessary regulations of the establishment. And in times of agitation on account of some



change in regulations or wages, I have always looked to the most intelligent, best educated, and most moral for support, and have seldom been disappointed. For, while they are the last to submit to imposition, they *reason*, and if your requirements are reasonable, they will generally acquiesce and exert a salutary influence upon their associates. But the ignorant and uneducated I have generally found the most turbulent and troublesome, acting under the impulse of excited passion and jealousy.

"The former appear to have an interest in sustaining good order, while the latter seem more reckless of consequences. And, to my mind, all this is perfectly natural. The better educated have more and stronger attachments, binding them to the place where they are. They are generally neater, as I have before said, in their persons, dress, and houses; surrounded with more comforts, with fewer of the 'ills which flesh is heir to.' In short, I have found the educated, as a class more cheerful and contented,—devoting a portion of their leisure time to reading and intellectual pursuits, more with their families and less in scenes of dissipation.

"The good effect of all this is seen in the more orderly and comfortable appearance of the whole household, but nowhere more strikingly than in the children. A mother who has a good Common School education will rarely suffer her children to grow up in ignorance. \* \*

"From observation and experience, I am perfectly satisfied that the owners of manufacturing property have a deep pecuniary interest in the education and morals of their help; and I believe the time is not distant when the truth of this will appear more and more clear. And as competition becomes more close, and small circumstances of more importance in turning the scale in favor of one establishment over another, I believe, it will be seen that the establishment, other things



being equal, which has the best educated and most moral help, will give the greatest production at the least cost per pound. So confident am I that production is affected by the intellectual and moral character of help, that whenever a mill or loom should fail to give the proper amount of work, my first inquiry, after that respecting the condition of the machinery, would be, *as to the character of the help*, and if the deficiency remain any length of time, I am sure I should find many who had made their marks upon the pay-roll, being unable to write their names; and I should be greatly disappointed, if I did not, upon inquiry, find a portion of them of irregular habits and suspicious character.”—*H. Bartlett, Esq., Lowell.*

“I have had under my superintendence, upon an average, about 1500 persons of both sexes; and that my experience fully sustains and confirms the results, to which Mr. Bartlett has arrived. I have found, with very few exceptions, the best educated among my hands to be the most capable, intelligent, energetic, industrious, economical, and moral; that they produce the best work and the most of it, with the least injury to the machinery. They are in all respects, the most useful, profitable, and the safest, of our operatives, and as a class they are more thrifty and more apt to accumulate property for themselves.

“I have recently instituted some inquiries into the comparative wages of our different classes of operatives; and among other results, I find the following applicable to our present purpose. On our pay-roll for the last month, are borne the names of 1,229 female operatives, forty of whom receipted for their pay by “making their mark.” Twenty-six of these have been employed in job-work, that is, they were paid according to the quantity of work, turned off from their machines. The average pay of these twenty-six falls 18½ per cent. below the general average of those engaged in the same departments.



“Again, we have in our mills about 150 females who have at some time been engaged in *teaching schools*. Many of them teach during the summer months, and work in the mills in the winter. The average wages of these ex-teachers, I find to be  $17\frac{3}{4}$  per cent. *above the general average of our mills, and about forty per cent. above the wages of the twenty-six who can not write their names.* It may be said that they are generally employed in the higher departments, where the pay is better. This is true, but this again may be, in most cases, fairly attributed to their better education, which brings us to the same result. If I had included in my calculations, the remaining fourteen of the forty, who are mostly sweepers and scrubbers, and who are paid by the day, the contrasts would have been more striking; but having no well educated females engaged in this department with whom to compare them, I have omitted them altogether. In arriving at the above results, I have not considered the *net wages* merely—the price of board being in all cases the same. I do not consider these results as either extraordinary, or surprising, but as a part only of the legitimate and proper fruits of a better cultivation, and fuller development of the intellectual and moral powers.”—*J. Clark, Esq., Lowell.*

The Secretary, in view of these facts and opinions remarks: “They seem to prove incontestibly, that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation’s resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. \* \* \* Considering education then as a producer of wealth, it follows that the more educated a people are the more will they abound in all those conveniences, com-



forts, and satisfactions, which money will buy, and, other things being equal, the increase of competency and the decline of pauperism will be measurable on this scale. Doubtless, industry as well as knowledge is indispensable to productiveness; but knowledge must precede industry, or the latter will work to so little effect, as to become discouraged, and to relapse into the slothfulness of savage life. It may be remarked generally, that the spread of intelligence through the instrumentality of good books, and the cultivation in our children of the faculties of observing, comparing, and reasoning, through the medium of good schools, would add millions of agricultural products of the Commonwealth, without imposing upon the husbandman an additional hour of labor. Intelligence is the great money maker, not by extortion, but by production. An awakened mind will see and seize the critical juncture; the perceptions of a sluggish one will come too late, if they come at all. A general culture of the faculties gives versatility of talent, so that if the customary business of the laborer is superseded by improvements, he can readily betake himself to another kind of employment; but an uncultivated mind, is like an automaton, which can do only the one thing for which its wheels or springs were made.

“And why is [it] that, as far as this Union is concerned, *four-fifths* of all the improvements, inventions, and discoveries in regard to machinery, to agricultural implements, to superior models in ship-building, and the manufacture of those refined instruments, on which accuracy in scientific observation depends, have originated in New England? I believe no adequate reason can be assigned, but the early awakening and training of the power of thought in our children. The suggestion is not made invidiously, but in this connection it has too important a bearing to be omitted, but let any one, who has resided or traveled, in those States where there are



no common schools, compare the condition of the people at large, as to thrift, order, neatness, and all external signs of comfort, and competency, with the same characteristics of civilization in the farm houses and villages of New England."—*Hon. Horace Mann's Report to the Board of Education of Massachusetts, 1842.*

## C.

"Abundant instances of the beneficent effects of pure air, and the injurious and fatal results of breathing that which is impure, might be cited from the history of hospitals and prisons, and writers generally on health and education. In the Dublin hospital, between the years 1781 and 1785, out of 7,650 children, 2,944 died within a fortnight of their birth—that is, more than one in three. Dr. Clark, the physician, suspecting the cause to be an imperfect supply of pure air, caused it to be introduced by means of pipes into all the apartments, and in consequence during the three following years, only 165 out of 4,242 died within two weeks of their birth—that is, less than *one in twenty*. Dr. Buchan, at a little earlier date, by the same arrangement, reduced the mortality of children in a hospital in Yorkshire, from *fifty in one hundred* to *one in fifty*. In these two cases there was an immense saving of human life. But the good done by these intelligent and observing physicians was not confined to these hospitals for a few years. The result of their observations and labors, led to the introduction of more perfect arrangements for a supply of pure air, in all structures of a similar character in England and elsewhere. And at this hour, there are hospitals in this country and in England, in which there is a larger number of cubic feet of air, and that kept pure by perfect means of ventilation, allowed to *each patient*, than is contained in many school rooms in this State, occupied by 20, 30, or 40



children, heated with a close stove, and provided with no means of ventilation, except such as time and decay have made. There are instances on record, where the inmates of prisons have escaped the visitation of some prevalent sickness, solely on the ground of their cells, being better provided with pure air, than the dwelling houses all around them. The prisoners in the Tolbooth in Edinburgh were unaffected by the plague which caused such dreadful mortality in that city in 1645, and this exemption was attributed to their better supply of fresh air. Even the miserable remnant of the party who were confined in the Black Hole of Calcutta, sick as they were of a malignant and putrid fever, recovered on being admitted to the fresh air of heaven, under proper medical treatment. This Black Hole is a prison in Calcutta, 18 feet square, into which the Nabob of Bengal, after the capture of Fort William, from the British in 1756, thrust 146 English prisoners. The only opening to the air, except the door, was by two windows, on the same side, strongly barred with iron. Immediately on the closing of the door a profuse perspiration burst out on every prisoner. In less than an hour their thirst became intolerable and their breathing difficult. The cry was universal for air and water, but the former could only come in through the grated windows, and the latter when supplied by the guards without, only aggravated their distress. In less than three hours several had died, and nearly all the rest were delirious and prayed for death in any form. On opening the door at six o'clock in the morning, less than eleven hours after it was closed, death had indeed come to the relief of 123 out of 146, and the remainder had sunk down on their dead bodies, sick with a putrid fever. Now from what did all this anguish and murderous result spring? From breathing over and over again, air which had become vitiated and poisonous by pass-



ing repeatedly through the lungs, and by exhalations from the surface of the bodies of the persons confined there. 'This terrible example,' says Dr. Combe in his Principles of Physiology, 'ought not to be lost upon us, and if results so appalling arise from the extreme corruption of the air results less obvious and sudden but no less certain, may be expected from every lesser degree of impurity.'"—*Conn. Common School Journal*, vol. 3, page III.

"In the school room, the same poisoning process goes on day after day, and if the work is less summary, it is in the end more extensively fatal than in the Black Hole of Calcutta. Every man and woman, who received any portion of their early education in the common school, can testify to the narrow dimensions and low ceiling of the school rooms, and to the discomfort arising from the close, stagnant, offensive atmosphere, which they were obliged to breathe. Who does not remember the comparative freshness and vigor of mind and body, with which the morning's study and recitations were begun, and the languor and weariness of body, the confusion of mind, the dry skin, the flushed cheek, the aching head, the sickening sensation, the unnatural demand for drink, the thousand excuses to get out of doors, which came along in succession as the day advanced, and especially in a winter's afternoon, when the overheated and unrenewed atmosphere had become obvious to every sense? These were nature's signals of distress; and who can forget the delicious sensations, with which her holy breath, when admitted on the occasional openings of the door, would visit the brow and face, and be felt all along the revitalized blood, or the newness of life with which nerve, muscle and mind were endowed by free exercise in the open air at the recess, and the close of school? Let any one who is skeptical on this point, visit the school of his own district, where his own children



perhaps are condemned to a shorter allowance of pure air than the criminals of the State, and he can not fail to see in the pale and wearied countenances of the pupils the languor and uneasiness manifested, especially by the younger children, and exhaustion and irritability of the teacher, a demonstration that the atmosphere of the room is no longer such as the comfort, health and cheerful labor of both teacher and pupils, require.

"In this way the seeds of disease are sown broadcast among the young, and especially among teachers of delicate health. 'In looking back,' says the venerable Dr. Woodbridge, in a communication on school houses, to the American Institute of Instruction, 'upon the languor of fifty years of labor as a teacher, reiterated with many a weary day, I attribute a great proportion of it to *mephitic air*; nor can I doubt that it has compelled many worthy and promising teachers to quit the employment. Neither can I doubt that it has been the *great cause* of subsequently sickly habits and untimely disease.' A physician in Massachusetts selected two schools, of nearly the same number of children, belonging to families of the same condition of life, and no causes independent of the circumstances of their several school houses were known to affect their health. One house was dry and properly ventilated—the other damp and not ventilated. In the former, during a period of forty-five days, five scholars were absent from sickness, to the amount in the whole of *twenty days*. In the latter during the same period of time and from the same cause, nineteen children were absent to an amount in all of *one hundred and forty-five days*, and the appearance of the children, not then detained by sickness, indicated a marked difference in their condition as to health."—*Connecticut Common School Journal*, vol. 3, pages 111, 112.

The following list contains some of the most valuable works upon education, which ought to be in every county



library for the special benefit of the county superintendent and teachers. A careful study of, and familiar acquaintance with, the subjects discussed in them could not fail to render the services of both superintendents and instructors more interesting and valuable to the community, and do much to elevate and improve our common schools.

*School and Schoolmaster*, by Alonzo Potter and George B. Emerson. Price \$1.00, pages 552. This is a work of great value from the pens of two experienced instructors. A copy of this work has been placed in *every district school library in the States of New York and Massachusetts*, by the liberality of two of their generous citizens.

*The Teacher's Manual*, by Thomas H. Palmer. Price 75 cents, pages 263. This work received the prize of \$500 offered by the American Institute of Instruction in 1838, for the best essay on a system of education, best adapted to the common schools of our country.

*The Teacher Taught*, by Emerson Davis. Price 37½ cents. The author of this valuable little work, is the Principal of the Normal School at Westfield, Mass.

*Confessions of a Schoolmaster*, by Wm. A. Alcott. Price 50 cents. "Every young schoolteacher should read this."

*Lectures on Education*, by Horace Mann, Secretary of the Massachusetts Board of Education, 338 pages. Price \$1.00. "No man, teacher, committeeman, parent or friend of education generally, can read these lectures, without obtaining much valuable practical knowledge and without being fired with a holy zeal in the cause."

*The Abstract of the Massachusetts School Returns*, 8 vol., 1832, 1846, and *The Annual Reports of the Board of Education* of the same State, are exceedingly valuable.

*The Reports of the State and County Superintendents of New York*, for 1844 and 1845, are full of rich and important



facts and suggestions to both citizens and legislators, teachers and instructors.

*Lectures of the American Institute of Instruction*, for 1830 to 1846, 16 vols. These volumes embrace more than 150 Lectures and Essays, on a great variety of important topics, by some of the ablest scholars and most successful teachers in the country.

*Transactions of the Western Literary Institute and College of Professional Teachers*, from 1834 to 1840, eight vols.

*The Common School Journal*, edited by Horace Mann, in six vols., and *The Connecticut Common School Journal*, edited by Henry Barnard, in four vols., are exceedingly valuable works. The latter contains important statistics, and extracts from other educational works, which give it a worth not surpassed by any educational periodical in our language.

The above list is designed only to direct attention to a few of the most valuable, and is therefore closed with the addition of one work more, just published by one of the most successful teachers in the country.

*Theory and Practice of Teaching*, or the Motives and Methods of good school keeping, by David P. Page, Principal of the State Normal School, Albany, New York. It is an admirable book, giving the results of long experience. The station the author occupies, is also a guaranty that it would be worthy of the careful study of all youthful teachers.

#### D.

The Rev. Dr. B. Tarde, for many years the ordinary of Newgate, remarks the *ignorance* of the inferior classes of society is the *first great cause* and *idleness* as the second, of all the crimes committed by the inmates of that celebrated prison.

Sir Richard Phillips, sheriff of London, says, that on the memorial addressed to the sheriffs by 152 criminals in New-



gate, 25 only signed their names in a fair hand, 26 in an illegible scrawl, 101 were *marksmen*, signing with a cross. In Connecticut, no convict ever sent to the State prison had a liberal education, or belonged to either of the learned professions. From the investigations of the chaplain of this prison in 1838, it appears that out of every 100 prisoners, only one could be found, who could read, write, and were *temperate*; only four, who could read, write and followed any *regular trade*. Out of 842 convicts of the Sing Sing prison in New York, 289 could not read and write, and only 42 had received a good "*common school* education." The chaplain of the Ohio penitentiary remarks, "Not only in our prison, but in others, depraved appetites and corrupt habits which have led to the commission of crime are usually found with the ignorant, uninformed, and duller part of mankind. Of the 276, nearly all are below mediocrity, 175 are grossly ignorant, and in point of education, scarcely capable of transacting the ordinary business of life."

Rev. Mr. Clay, chaplain to the House of Correction in Lavershire, [Devonshire?] represents that out of 1,129 persons committed, 554 could not read, 222 were hardly capable of reading, 38 could read well; only 8 could read and write well. Of these 1,129, 516 were quite ignorant of the simplest truths; 37 were occasional readers of the Bible; and 1 was familiar with the scriptures and conversant with the principles of religion.

Out of the whole number of commitments (23,612) in England and Wales, as returned to the Home Department in 1837, 8,464 were unable to read and write; 2,234 only could read and write well, and only 101 had received a superior education. Of all the criminal offenders, one-half of one per cent., or *one in two hundred*, had received any education beyond mere reading and writing.



In Prussia, after their school system, perfected in 1819, had been in operation fourteen years, while the population of the kingdom had *increased* 3 per cent., the proportion of paupers and criminals had *decreased* 38 per cent.

There are few beggars in Scotland, and no poor rates; while in England every eighth or ninth man is a pauper, and the poor rate for forty years has consumed some 5,000,000 pounds sterling a year. In Scotland the wages of labor maintain the laboring classes; in England they are inadequate by an alarming deficiency. In Scotland, they have fewer crimes, and those which occur are less malignant.

In 1834, the proportions were as follows:

In England and Wales, 480 sentenced to death, 4,043 transported. In Scotland, 6 sentenced to death, 272 transported.

The amount in proportion to population would stand thus: In Scotland the number sentenced to death would be 72 instead of 6; and the number condemned to transportation would be 664 instead of 272.

"England saves the expense of public schools; and the saving costs her \$50,000,000 in courts, prisons, penal colonies, and poor rates, not to reckon ruined hopes, broken hearts, blasted characters, and the wretchedness of tens of thousands living in shame and agony, a living death, whom free schools would have brought up to honor and happiness, and a useful life. England has left public morality to take care of itself, and the comment is heard in groans and written in blood," and blazoned on the Chartist's banners in those fearful and ominous words, *bread or blood*.—*Connecticut School Journal*, Vol. 2, pages 189 and 190; vol. 4, page 172.



## E.

"The population of Scotland in 1831 was 2,365,807, of which 394,301, or one-sixth, should be at school. Scotland is divided into 907 parishes including 1,005 parochial schools attended by between 50,000 and 60,000 children. From this it would seem that not *one-sixth* of the juvenile population are provided for in this class of schools. It is estimated that 15,000 may be in burgh or other public schools; 25,000 in society and charity schools, and 6,610 in the schools established by the general assembly in the highlands and islands, and leaving 247,190 for whose instruction no public provision has been made.

"In want of public schools and from defects in their organization, private schools have been established, and to these the higher and middle classes, influenced by a desire to give their children a better education than can be obtained in the parochial schools, and yet, many by a spirit of exclusion, send their children. It is estimated that there are as many children in the private as in the public schools. This will leave upwards of 100,000 children to grow up without the means of education.

"Mr. Colquhoun, in his speech in the House of Commons in 1834, estimates that there are 20,000 in this state in Glasgow alone. In Paisley no fewer than 14,000 are growing up without education. He complains also of the state of education in the rural districts; not only as respects the highlands, but also as regards the lowlands. The worst instances of the latter kind, mentioned by Mr. Colquhoun, are those of two parishes, one in Dumbartonshire, and the other in Berwickshire; in the first, the fraction of the population at school is stated to be *one-thirteenth* and in the latter, *one-fifteenth*, whereas, if all between the ages of five or fifteen were at school, the fraction would be *one-fifth*. Such then is the state



of education, and such its enormous deficiency both in the towns and rural districts of Scotland. 'I am aware,' he remarks, 'that a different impression prevails, that Scotland ranks high in the estimation of all on the subject of education. I am sorry to disturb that impression; but I feel that it is the best and truest policy to exhibit clearly the amount of the evil, in order that you may be induced to apply yourselves to the remedy.'—*Connecticut Common School Journal*, vol. 2, page 250.

I would recommend to the consideration of the friends and advocates of parochial and sectarian schools, the following remarks of one of Scotland's noblest living worthies, Thomas Dick, LL. D.:

"We would deprecate the education of the general mass of the population being entrusted exclusively either to the established church, or to dissenters of any denomination. Clergymen of all denominations, should be considered as eligible, in common with other intelligent individuals, as superintendents and members of educational committees, but experience proves that it is dangerous to the general interests of the community to entrust its affairs, especially those of which relate to education, to any privileged class of society; for in such a case, the general good of the public has frequently been sacrificed to the interests or ambition of a party.

"One of the chief pretenses generally set up for exclusive clerical superintendence, is the promotion of the interests of religion. It is much to be deplored that religion, which was intended to promote 'peace on earth and good will among men,' should so frequently have been used as a pretense for sowing dissensions in society and violating the principles of natural justice. Whether 'pure religion and undefiled' is promoted by attempting to raise one portion of the community and to crush another, and to throw a large body of



respectable characters into a state of unmerited degradation, on account of their adherence to the dictates of conscience—is a question which may be safely left to every unbiased inquirer to decide. With regard to the *religious* instruction of the *young*, no difficulty could arise from the circumstance of persons belonging to different religious parties having the superintendence of it; since almost every denomination of Christians recognizes the *essential* parts, doctrines and duties of Christianity, which are the only religious topics, which ought to be exhibited to the young either in public or in private life. The man who, overlooking such subjects, would attempt to expatiate before the young on points, sectarian points of controversy, ought to be considered as destitute of that prudence and discretion which are requisite for a public instructor. If religion were taught, as it ought to be, directly from its original records, instead of being inculcated from human formularies, there would soon be little difference of opinion respecting its main and leading objects. The religion of Heaven has been communicated to us chiefly in the form of historical narrations, unfolding to us the Divine dispensations, in relation to the fall, the recovery and renovation of mankind, and embodying certain truths and moral precepts, to direct our affections and conduct, the great end of which is, not to engender strife and spirit of metaphysical speculation, but to counteract moral evil, and to promote union, harmony, and love, among all who acknowledge its authority. There is no believer in revelation that calls in question the facts of scripture, the perfections of the Deity it unfolds, the death, the resurrection, and ascension of Christ, the immortality of the soul, a future state of punishments and rewards, or the propriety of the moral principles it inculcates. These are the leading topics of revelation; and to insinuate that such subjects can not be taught directly from the scrip-



tures themselves, without the aid of human formularies, is nothing short of throwing a reflection on the wisdom of God, on account of the *manner* in which he has communicated his will, and of affixing a libel on the character of the inspired writers, as if their writings were not sufficiently plain and perspicuous.—*Dick's Works*, vol. 5, pages 358, 359 and 360, Phila. Ed., 1847.



## READ, DISCUSS AND CIRCULATE.

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An Address to the Legislature of Indiana, on Common Schools, Showing the Advantages of a system of General Education.

BY ONE OF THE PEOPLE.

David S. Donaldson, Printer, Terre Haute, 1849.

(Note on inside of cover)—

The first part of this third address is published in The Indiana Journal, with Governor Whitcomb's message to the Legislature, and James K. Polk's message to Congress.

Paper dated Dec. 11th, 1848.

### [THE THIRD ADDRESS.]

*Gentlemen of the Senate and House of Representatives:*

It has doubtless been a subject of sincere gratification to you all, both as citizens and legislators, that the question of *Free Schools* having been referred directly to the sovereign people, has been answered so satisfactorily at the ballot box. The popular vote indicates the will of your constituents as a mass, so clearly and distinctly that you can not misapprehend it. An analysis of this vote develops facts of an extremely interesting character, fully authorizing the belief that the time has come for wise and efficient legislative action upon the subject of Popular Education.

### ANALYSIS OF THE FREE SCHOOL VOTE.

*Fifty-nine* counties, embracing the most intelligent in the State, gave majorities in favor of Free Schools, and *thirty-one* gave majorities against them. The popular vote was 78,523 for, and 61,887 against, them, making an aggregate of 110,410 votes given in reference to the question of Free



Schools. The majority in favor of them by this *viva voce* vote, is 16,636. Of the *thirty-one* counties voting against Free Schools, *twenty* are below the general average of adult intelligence, which, (let it not be forgotten) is *one-seventh*, that is, one in every seven of those over twenty years of age, according to the last census, is unable to read the ballots cast at the elections. There is strong reason to believe that two more of the *thirty-one* counties voting against Free Schools should be added to the list of those below *Indiana zero*, from the fact that they gave large majorities against Free Schools and that they are both surrounded by counties below par. Of one of them the census gives no information on the subject of adult intelligence, and of the other, facts and circumstances justify the belief, that it is in no better condition than its ignorant neighbors.

It is a fair and legitimate inference from the above facts that the majorities in many, if not all, of these *twenty* counties, are owing to a want of a thorough understanding of the real character of the question submitted to the people for decision. In many of them the subject was not discussed at all, nor indeed mentioned by the candidates; consequently thousands came to the polls in utter ignorance both of the fact that such a question was before the people and also of the true merits of the case. In others of them, it was most grossly misrepresented, as facts and testimony abundantly prove. While on the other hand, in many of the counties, which gave large majorities in favor of Free Schools, the subject was thoroughly discussed and the people voted in full view of the real nature of the question. What other conclusions are we authorized to draw from the fact that *seventy-eight thousand five hundred and twenty-three* voters of Indiana gave an affirmative response to the question "Are you in favor of Free Schools?" than that they had some proper conception of what



they were voting for, when they replied in fearless and patriotic tones, "*we are.*" Do men ordinarily vote in favor of enterprises of which they have no real or supposed understanding, especially when such enterprises necessarily involve drafts to a greater or less extent upon their pockets? Is not the inference equally legitimate that the *sixty-one thousand eight hundred and eighty-seven* who voted against Free Schools, did so, either from ignorance of the question at issue, or from an unwillingness to bear their due proportion of the necessary expense? That selfishness, however unpatriotic and short-sighted it may be, prompted some, we are constrained to believe, but it is equally true that ignorance must have controlled many more. A want of the requisite knowledge of the true purport of the question, induced some to withhold their votes, but how shall we account for the fact that in one county, where but a fraction more than *one-half* of the adults can read and write, and where the Clerk says that "nearly one-half of the taxes on property are paid by non-residents," the people gave a majority of *seven hundred and eighteen* against Free Schools, being almost five to one of the entire vote of the county? Could it have been from an intelligent view of the actual burden that even a two-mill tax would impose upon them when more than *three-fourths* of the taxpayers in that county are taxed for less than \$500 and more than *eight-ninths* of them pay on \$1000 and less?

There is another item in the analysis of this vote, which it may be proper to consider in estimating its real import and bearing upon your duty as legislators. The affirmative vote by counties represents \$76,519,668, according to the Auditor's last report, and the negative vote by the same standard, represents \$48,100,823. On this basis the owners of \$76,519,668 worth of property, being more than *six-tenths* of the entire wealth of the State say: We are willing to be taxed to sup-



port Free Schools. We believe it to be a good investment, and are willing to take the stock.

I have prepared this analysis to show that the opinion expressed in previous addresses to the Legislature upon Popular Education in relation to the readiness of thousands of your constituents to be taxed to sustain Free Schools, was an intelligent one, fully authorizing the belief that you will be sustained in devising a wise and efficient system of Free Schools.

The handsome majority of *sixteen thousand six hundred and thirty-six* exhibits the wishes of the people on the subject of adequate provision for the proper education of the whole rising generation of our Commonwealth, and shows what they expect of high-minded, independent and patriotic legislators. Could the motives that prompted the affirmative response which fell from the lips of 78,523 freemen of Indiana on the first Monday of last August, be ascertained, it would be seen that thousands gave a deliberate and intelligent vote, by which they would be required individually, to pay a tax of from *one to one hundred dollars* per annum for Free Schools, while perhaps many of them would never have a child to enter a school. Did the man, who paid nine hundred dollars tax last year in his own county and voted for Free Schools this year, expect that the passage of a law establishing such schools, would not add another hundred dollars to his taxes? Did that large landholder, who told his tenants he should vote for Free Schools and advised them to do the same, think that the Free School system would not increase his assessment? They and ten thousand others voted intelligently, and not like the demagogue and miser, the one calculating the probable effect upon his popularity, and the other contemplating the draft upon his purse. There was more real, genuine patriotism in the school vote of last August than was ever expressed at the ballot box since she



became a sovereign State. Let the record of that affirmative vote stand as proof of the existence in our State of the spirit of '76. I rejoice that we have such indubitable evidence of it. I rejoice that we have been furnished with such proof that we are not the degenerate sons of noble fathers, but that we possess a spirit to rebuke selfishness wherever found and however disguised, a kindred spirit to that which pledged life, fortune, and sacred honor to the cause of national independence. What ought to be the spirit of those who are chosen to carry out the noble, self-sacrificing, and lofty patriotism of such a vote? What enlarged and liberal views ought such to entertain? What independence, what freedom from selfishness, what purity of motive should characterize the executors of such a noble bequest to the present and future youth of our State?

#### THE IMPOLICY OF PARTIAL LEGISLATION.

The duty of remodeling our common school system, devolves upon the present Legislature. To meet this responsibility in such a manner as to merit and secure the approbation of coming generations may justly be considered the most important of all your legislative obligations. Important as the others may be, yet in comparison with this they dwindle into insignificance. They are to a great extent local and temporary in their interest and influence, but this is of vital consequence to every interest, both social, civil, and pecuniary. The proper intellectual culture, mental development, and moral training of the rising generation is an enterprise that secures, with unerring certainty, the welfare and prosperity of the whole Commonwealth. Your action, therefore, becomes the more important, when it is considered that the entire success and efficiency of our primary schools may depend upon the practical wisdom incorporated into the statute that re-constructs and establishes our Educational system. Should



you pass a law that will be simple and plain in its meaning, wise and efficient in its provisions, practical and energetic in its operations, the day of its passage will be an era long to be remembered by the present and future generations of Indiana.

As the vote was a general one, without any recognition of county line or township boundaries, it is to be hoped that you will not consider yourselves authorized to grant the petition of any who may wish to have their county or township exempted from the operation of the law. It would not be surprising, if such a request should be made under a mistaken impression of the nature of the system, or from the unpatriotic desire to be exempted from the payment of their proportion of the expenses. I would remonstrate in advance, not only against such partial legislation, but against the prayer of such petitioners, and claim in behalf of the *seventy-eight thousand five hundred and twenty-three* of my fellow citizens, who voted in favor of Free Schools, protection against the evils inflicted upon the Commonwealth by the existence and perpetuity of the ignorance which should prompt such a petition. With equal propriety and with more justice might the same individuals demand release from the payment of their proportion of the interest on the State debt, because they have not derived any benefit from the construction of the works for which the debt was incurred. The advantages of a good system of common schools can not be appropriated by a few favored counties, as might be the case in the location of a railroad or canal. The benefits of good schools should be as free and common to all as the air we breathe, and when enjoyed they will extend through all the ramifications of society with as little restraint as the same ethereal fluid. As well might the people of a township, or a county claim exemption from the necessary expenses of san-



atory precautions at the approach of the pestilence, as to demand release from their equitable share of the cost to render the rising generation intelligent, enterprising, and virtuous. The pestilence might sweep away thousands of such miserly victims, but ignorance will not only slay its tens of thousands, but perpetuate the slaughter. The pestilence might pass over us like the sirocco of the desert and leave the atmosphere pure and free from its fatal miasma, but ignorance would continue to rest upon us like Egyptian darkness, enveloping the youthful mind in worse than Cimmerian night. The very presentation of such a petition would be *prima facie* evidence of the necessity of special legislation to relieve them from the pressure of what was so unconsciously pressing them to the earth. The most appropriate response to such a prayer, would be legislative provision authorizing the petitioners to lay an extra tax upon their township or county, as the case might be, for the support of Free Schools, as the only probable means to elevate them to a level with their fellow-citizens in the proper appreciation of the value of intelligence and virtue to the youth of our State.

#### FUNDS NECESSARY TO RENDER SCHOOLS EFFICIENT.

The first question for consideration is, what is the amount to be raised by taxation in addition to the income of our educational funds? Preparatory to this, let us ascertain what is done in those States where *Free Schools* exist and flourish. We wish to know what is necessary to accomplish the object, so that we may not fail in our efforts. The people are willing to do for this enterprise whatever can be shown to be requisite. Maine levies a tax of forty cents for each of her inhabitants for the support of her Free Schools. It is not a capitation tax, but an *ad valorem* assessment equivalent in amount to the aggregate of such a levy. New Hampshire, according to her educational report for 1848, now before me,



raised \$126,608 in school taxes, which is even a larger sum in proportion than Maine levies, and which would be \$1.22 per scholar for all her children between five and twenty years of age, upon the supposition that her population is 300,000, which is probably more than she actually has, at the present time. Massachusetts raised in 1845 and 1846, \$611,652, in school taxes, being in amount almost equal to \$3.00 per scholar, for her 203,877 children between four and sixteen years of age. Michigan paid last year almost three mills on a dollar in school taxes, as stated to me by her superintendent. The average cost per scholar in New York last year, for eight months' instruction in her common schools, was \$1.36.

These facts are sufficient to furnish us with the proper data to form an estimate of what we must do to make our schools worthy of the name of *free*. The amount appropriated in New York for this year per the superintendent's estimate, is \$1,325,000, being a fraction more than *fifty* cents for each of her 2,604,395 inhabitants in 1845. Maine and New Hampshire each appropriated an amount, including the income of their educational funds and taxes, about equal to *fifty* cents for each of their inhabitants. Massachusetts probably appropriates from all sources, including taxes and income of educational funds, *seventy-five* cents for each of her population. Free Schools can not be sustained in a State for less than an aggregate amount of about fifty cents for each inhabitant. With this result before us, we are prepared to ascertain what we must raise by taxation to increase the amount of the income of our educational funds to an approximation to an average of fifty cents for each inhabitant. Our present population is not much, if any, short of 900,000, which at the rate above mentioned would require \$450,000 to be appropriated to common schools.



## WAYS AND MEANS TO RAISE THE REQUIRED FUNDS.

Our permanent funds, according to the best authorities within my reach are as follows :

Congressional Township Fund...	\$1,410,942.50
Surplus Revenue Fund.....	548,030.40
Bank Tax Fund (Auditor's last report) .....	35,869.08
Saline Fund (Auditor's last report, Error of \$1,000 in Auditor's footing) .....	69,448.36
	<hr/>
	\$2,064,290.35

The interest on this sum at six per cent. would be \$123,859.42.

In 1840 we had 273,784 youths between five and twenty-one years of age. At the same rate, supposing our present population to be 900,000, we have 363,056 between these ages to be provided with Free Schools. It is evident that we can not make our schools worthy of the name of *Free Schools* for less than they cost in other States. If so, then the aggregate means to be provided must not fall much short of \$450,000. On this point I would repeat the suggestion contained in my address to your immediate predecessors, "Let a tax of two mills on a dollar be levied and paid into the State Treasury and disbursed to the several townships according to the number of those between five and twenty years of age." Let there be also a poll tax of twenty-five cents. The income from these two sources, according to the Auditor's estimate of property, and polls for 1849, (valuation being \$130,000,000 and polls 136,000) would be \$260,000 from the former and \$34,000 from the latter, making an aggregate \$294,000, which, added to the income of our educational funds stated above, would be \$417,857.42, a little more than \$32,000 less than the sum shown by experience to be neces-



sary. This would be \$1.15 per scholar. It will be seen from statistics already exhibited, that poor *New Hampshire* raised last year by *school tax* a larger sum per scholar than we should realize from a two mill tax and from the income of our more than two million educational funds.

That such a tax should be assessed has been shown by the fact that anything materially less would fail to provide the requisite amount of funds for the support of free schools. That such a tax would cheerfully be paid by the great mass of the community, is manifest from the fact that *nine-tenths* of those who do anything for the education of their children, actually pay much more under our present system than they would be required to pay on the proposed plan of a two mill tax. This is susceptible of demonstration. There is probably no school taught, which deserves the name, at which the tuition is less than \$1.50 per quarter for each pupil, and in most it is from two to three dollars per quarter. It can be proved that at least *two-thirds* of the tax payers in the State, would not be required to pay on the plan suggested, more than one dollar and a quarter for educational purposes, and that thousands of these would not be taxed more than they would pay for a single admission to a *circus* or a *menagerie*. Those paying merely a poll tax would be assessed twenty-five cents. Those owning two hundred and fifty dollars' worth of property, above the amount exempt from taxation by law, would be taxed fifty cents; and those worth five hundred dollars would pay one dollar property tax and twenty-five cents poll tax.

That such would not be burdensome, will be evident from the fact that investigations have been made proving that in the poorer counties more than *three-fourths* of the tax payers are not assessed for more than five hundred dollars, and consequently would have to pay only from twenty-five cents to one dollar and a quarter to secure the instruction of all their



children from six to eight months annually. In proof of the above positions, I will state the result of investigations made in *one-tenth* part of the counties of the State. The aggregate of property in them is largely above the general average by counties, as will be seen in the schedule to be appended. In these nine counties there are 27,381 tax payers, resident and non-resident. Of these 17,939 pay on property from five hundred dollars down to a simple poll, which is but a small fraction less than *two-thirds* of the whole number. Of these 27,381, 22,575 pay on \$1,000 and less, which is more than *seven-ninths* of the whole. In the three poorest of these, there are 7,143 tax payers, resident and non-resident. Of these, 5,517 pay on property from five hundred dollars to a simple poll, which is almost *four-fifths* of the whole number. Of these 7,143, 6,518 pay on \$1,000 and less, which is more than *nine-tenths* of the whole.

It is a fair inference from the above facts, that more than two-thirds of your constituents would not be required to pay more than from twenty-five cents to one dollar and a quarter for the noble enterprise of securing to every child in Indiana the blessing of a free school. Would it be a burdensome and oppressive tax? There are good and substantial reasons for believing that the proportion of resident tax payers on \$500 and less, is fully *three-fourths*. It is well known that large tracts of land in our State are owned by *non-residents*. Probably few if any of these own less than a quarter section—many of them reckon their lands by sections. This fact would prove that the foreign holders of property would almost all belong to the class taxed for more than \$500, and consequently the proportion of *resident tax payers* on \$500 and less would be even greater. This is evident in a simple statement of the case. Suppose that two-thirds of all the tax payers pay on \$500 and less, and that *one-tenth* of those paying on a larger amount of property are *non-residents*, then it fol-



lows that the proportion of resident tax payers paying on \$500 and less is thereby increased. This is corroborated by the statement of the clerk of one county, who says that "about or nearly half of the taxes of the county, except poll tax, is paid by non-residents." To be sure, some of these may be citizens in other parts of the State, but the probability is that a large portion are citizens of other States.

It is a just, equitable, and fundamental principle of taxation, that property should pay for its protection and the enhancement of its value by legislation. What can be more evident than that the establishment of an efficient system of free schools, would increase the value and security of property through the whole State? That the social welfare and happiness of your constituents, would be favorably affected by the same means, suggests the justice and equity of a small poll tax. On any other principle than *ad valorem* taxation for the support of our schools, millions of property owned by non-residents, escape taxation for educational purposes. Why should a poor man toil for years to improve his forty or eighty acre lot, while every dollar's increased value of his land, enhances the worth of a quarter or half section adjacent, owned perhaps by a man in Kentucky or Ohio or New York, and yet the owner of it does nothing to assist the hardy pioneer in educating the very youth by whose toil and labor his property is increased in value?

#### MODE OF LEVYING THE TAX.

It is very important that we should not embody the manifest defects of other systems. Let us select only those of approved character. The mode of assessing the tax proposed in the bill of last session, is fundamentally wrong. It has no existence in any *free school* system, to my knowledge, and when analyzed will be found to be obnoxious to the charge of



injustice. It was probably taken from the New York system of distributing the income of their educational funds, not the avails of taxation. Even this mode of distribution, as a basis of, and incentive to, taxation, is far from wise and equitable. This is evident in the operation of their system, and is the true source of one of its most serious defects—a defect that is beginning to be seen, and is still more widely felt—the legitimate result of which is shadowed forth in the Superintendent's last report, on page 56. The evils he there deprecates, are the inevitable consequences of *local* instead of *general* taxation. Would New York adopt, instead of her present system of local taxation, a general plan by which the entire property of the State should be uniformly taxed, and distribute the avails of this tax to all the townships according to the number of children of the legal age? She would avoid these evils, so properly lamented by the Superintendent, and she would then possess what can be found in only five of her cities—that is, *free schools*, the economy of which has been demonstrated by the experiments made in those five cities. They sustained schools in these cities during the entire year, at the average expense of \$1.73 per scholar, while the schools of the rest of the State on the odious rate bill system, cost for eight months at the rate of \$2.04 per annum for each scholar. (See report of Superintendent for 1848.)

The constitutionality as well as the wisdom of the principle proposed and incorporated in last year's bill may justly be questioned. What right has the Legislature to levy a tax on a township for a specific general purpose, and then say they shall have no part of the avails of that tax, unless they will raise as much more? Where is the parallel or precedent for such legislation? It is said the people will pay a township tax more readily, if it be made a condition of their receiving their due proportion of the State tax. Perhaps they



might prefer this mode, if they had not sense enough to see that such a plan would be inequitable in principle and unequal in its operation; but they would not be slow to discover that on this plan the rich townships would pay less than their proportion, and the poorer ones would be required to pay more than their equitable share. The demonstration is very simple and plain. One township has five hundred children of the legal age, and a valuation of \$200,000, and another has the same number of children of similar age and only \$50,000 worth of property. The former will pay on a mill tax \$200, and the latter \$50. Having an equal number of children to educate and this being the basis of distribution, they would both receive an equal share of the proceeds of the State tax. Supposing that this distribution would give each of them \$100, on the condition that they raise as much more, then the poorest township will be required to pay an additional tax of *two mills* on a dollar as a township tax, and the other will be entitled to its share by the payment of an additional tax of only *half a mill* on a dollar as a township tax. The injustice of this is evident. But suppose they are both required to pay an additional sum equal to their first tax, that is, one mill for school purposes; then the children of the richer township will have all the advantages that \$400 can furnish them, and the children of the poorer township will have but \$100 to educate them. Nothing more need be said on this point, except to remark that there are counties as well as townships in which the disproportion between the number of children and the property will be almost as great as in the cases supposed for illustration. A specimen will be given in the appendix.

Let us incorporate no such features into our system, but make it simple in its operation and equal in its applications: then there will be no just cause for dissatisfaction. Let sufficient funds be raised by the most direct and economical



method possible, and on the principle that shall make no invidious distinction between the rich and improved and the poor and unimproved counties. We recognize no such principle in the support of government, in its legislative and judicial departments. Let the system, in its recognition, [reorganization] be as complete as the experience of those in advance of us will enable us to render it, and then its superior worth will be the best guaranty of its cordial reception and generous support by the people. We want good schools, and we know that we can not have them without paying for them, any more than we can have good roads without working them. Let us have a law that will provide them and we will cheerfully meet its requisitions.

#### PROVISION FOR COMPETENT TEACHERS.

Having provided sufficient means to sustain good schools, let us make them what they ought to be by the employment of competent teachers. In order to procure well qualified instructors, it will be necessary to provide the appropriate means for their education. They must be raised up among us, or we shall never have an adequate supply of the right sort. A few may come from other States, but the largest portion must be of our own educated sons and daughters. It would only bespeak our folly and ignorance to neglect to make suitable provision for a thorough training of those who will mould and direct the youthful mind. So deep and thorough is the conviction of the absolute necessity of such provision, that New York and Massachusetts have established Normal Schools or Teachers' Seminaries, at public expense. The former has appropriated \$10,000 annually for several years for the sole and exclusive purpose of training teachers. The State not only furnishes gratuitous instruction, but pays the pupil the necessary traveling expenses to and



from the institution. For a year or two a certain sum was furnished from the public fund to diminish the expense of board. The wisdom of establishing and sustaining such a school may be seen by the perusal of the reports of Executive Committees on Normal Schools for 1846, '7 and '8; Nos. 32, 31 and 18 Senate Documents of the New York Legislature. No intelligent man could spend a day in that school and witness the manner in which the instruction is imparted, mind awakened, and intellect taxed, without feeling that the funds devoted to its support were wisely appropriated.

Massachusetts has established three Normal Schools of similar character. She also appropriates a certain sum to encourage Teachers' Institutes in various parts of the State. The design of these is to collect the teachers of a county or a smaller section, for a period of two or three weeks, to attend a series of lectures upon the most interesting and important duties of teachers, the theory and practice of imparting instruction in the various branches taught in common schools, and the proper mode of government. These lectures are delivered by experienced men, and the teachers assembled at these institutes interchange views, suggest improvements, and inspire each other with new zeal and interest in their noble employment. Wherever they have been held, a new impulse has been given to teachers, and they have returned to their several fields of labor prepared to elevate and improve their respective schools. The agency of Normal Schools in furnishing men competent to the duty of conducting such Institutes and delivering such lectures, is too obvious to require anything more than a mere allusion.

Experience has shown that the substantial and permanent elevation and improvement of our common schools, can be effected only by elevating the character of the teacher by



mental and moral culture. Normal schools are as essential to the progress and prosperity of our primary schools, as the Military Academy at West Point is to the regular army in furnishing it with scientific and accomplished officers. If the General Government is wise in sustaining this institution, then the State Government will be still more wise and provident in fostering such efficient auxiliaries in the cause of popular education. What is the best method for us to adopt to secure as speedily and economically as possible this important object, is a question that claims your prompt and serious consideration. Our present circumstances seem to suggest such a modification as will most effectually secure prompt and efficient action. There is an obvious propriety in grafting this feature upon existing institutions rather than the erection of new ones, if it can be shown to be feasible. This policy would be both *economical* and *just*. Economical, because it would enable the State to accomplish much more with its present limited means than she could do on any other plan. Just, because, it would be co-operating with those associations of our fellow citizens who have embarked their funds in the cause of higher departments of education. The State could not desire better *partners*, nor more efficient coadjutors in this enterprise, than those whose patriotism and devotion to the cause of universal education, have prompted them to furnish the means to establish colleges. Men do not vest funds in such enterprises as they do in railroads and banks. They expect from the latter pecuniary dividends, but from the former they receive no other return than the consciousness of doing good and blessing the community.

That our county seminaries cannot be converted into Normal schools and rendered successful, the experiment of older States has abundantly proved. They may afford important



aid and accomplish much good, but they will fail as substitutes for Normal schools just as the Academies in New York disappointed the expectations of those who supposed they would afford the thorough training necessary to make teachers what they ought to be. The reasons are too obvious to be overlooked. *First.* They are to a great extent too limited in means, too unstable in character, to justify the hope of permanency. *Secondly.* They are not furnished with sufficient corps of teachers, apparatus, and libraries. *Thirdly.* They cannot furnish equal incentives to awaken that degree of literary enthusiasm, which higher institutions afford, and which is so essential in the successful development and cultivation of the mental faculties.

There is nothing in the history of efforts elsewhere, to discourage the hope that the Normal feature might be successfully incorporated with our colleges, and made an efficient department in these institutions. Let a professorship be established in each of our five colleges and filled with able and experienced men, who shall devote themselves to the sole and exclusive business of a thorough preparation of teachers. Young men resorting to these institutions would enjoy not only the instruction of able and permanent teachers, but they would be associated with companions, pursuing a more extended course of study and intellectual discipline, attend the same lectures in the various departments of literature, witness the same experiments in science, breathe the same literary atmosphere, and participate in the same forensic exercises. These advantages would be of no inconsiderable importance and value to every young man permitted to enjoy them. It is obvious that results would be realized and an elevation of the standard of qualifications of our common teachers would be secured in this way *sooner* and at less expense than by any other means within our reach.



It is not contemplated that all our common school teachers shall be trained in these Normal departments of our colleges. But we must *begin* the work of superior preparation without delay, and demonstrate, as rapidly as possible, the economy of having teachers for our common schools of superior qualifications. It is unnecessary to enlarge on this topic.

#### SUPERVISION. COUNTY SUPERINTENDENTS.

The importance of supervision is too well understood to require a long discussion. We have applied the principle in various departments of our civil government. If our roads require supervisors, and our banks semi-annual inspections, and our courts, revisions, and corrections, how much more do our common schools demand a thorough and vigilant superintendency. If roads and banks and courts, which pertain only to physical comfort, commercial interests and protection of our civil and pecuniary rights and privileges, must be the objects of careful and expensive supervision, why should not the intellectual and moral training of our children in the public schools, be considered an object of sufficient importance to merit similar attention? I would prefer to lose my bank stock (if I had any) through the dishonesty of a cashier, break my wagon through the negligence of an indolent supervisor, or be defrauded of my property through the incompetence or corruption of a court, than expose my children to the influence of ignorant and unprincipled, profane and intemperate teachers. Let us have a superintendent in each county, to whom shall be intrusted the supervision of our common schools, with all their varied interests. Let him be a good man, true to his trust, intelligent, kind, and cordially devoted to the cause of education. It shall be his duty, *first*, to examine and license teachers, visit every school, ascertain the mode of instruction, the



progress of the pupils, and the character of the school. *Secondly.* Let him collect the statistics of whatever pertains to, and is connected with, the cause of education in the county. Through such an officer, we could be informed every year of the number of children between the legal ages, the amount of educational funds, the number of those who attend school, the valuation of the property, the length of the schools, summer and winter, and the average wages paid the teachers. *Thirdly.* Let him select and recommend school books, encourage parents to send their children promptly and without interruption, and furnish their children with suitable books. Let him counsel teachers to encourage scholars, and address parents upon their duties to the school, and urge them to a faithful performance of those duties. *Fourthly.* Let him have the responsibility of furnishing a full and minute account of the educational statistics of the county to the State Superintendent, and the supervision of the distribution of the school moneys, receiving township reports, and authorizing drafts upon the county treasury.

When our schools are subjected to such a supervision they will not fail to answer, in a great degree, the design of their establishment. Their character will be improved, a deeper interest be taken and a more generous and enlightened policy be adopted in reference to uniformity of school books, superior teachers, well furnished and comfortable school houses, in short, to everything involving their progress and success. Shall we raise \$400,000 for educational purposes and disburse that sum with no special oversight or report of the results of our efforts from year to year? The expense of superintending the schools of a county, would not be a tenth part of the cost of the road supervisors. Which are the more important, *roads or schools?* Efficient supervision would be the most economical measure that could be adopted. More



money would be saved annually than the salary of the officer, in the superior efficiency of the school, the more rapid improvement of the pupils, the safer custody of the funds, and the stricter accountability of the receiving and disbursing officers. Reason, experience and economy concur to induce us to incorporate this feature in our revised school system.

#### STATE SUPERINTENDENT.

The necessity of such an office, independent of, and devoted exclusively to, the charge of the educational interests of the State, may justly be questioned. The reasons assigned last year have lost none of their original weight. The appointment of county superintendents will supersede altogether the necessity of any other officer than the present. Let us secure the essential elements of a wise system in the outset. The work will be accomplished by county superintendents, but it can never be effected by one man, ever so wise, and efficient. They are on the field of labor, and it can be thoroughly explored and the work can be done—done promptly, effectually, and by those who are known by the people and enjoy their confidence. Let them be elected for their zeal, intelligence, and activity in the cause of common schools, and not for their partisan zeal as politicians, and for a period, not less than three years.

#### COUNTY SEMINARIES.

These are an important part of our educational machinery. They constitute the connecting link between common schools and colleges. They are essential to the success and prosperity of the whole plan devised by the framers of our constitution. It is very desirable that such modifications should be made to their constitution as will give them more permanency and efficiency. The funds set apart for their establishment should



be appropriated exclusively to the purchase of apparatus, library, and the support of permanent and accomplished teachers. It is just and equitable that the citizens of the places in which they are located, should furnish the means to erect the necessary buildings, inasmuch as they will enjoy local advantages over their fellow-citizens in other parts of the county.

It has long been a matter of complaint that the remission of fines is so readily obtained by an appeal to Executive clemency. This is probably more the fault of those who sign the petitions for remission, than of the individual who grants it. Were the fines under the sole and exclusive control of the power inflicting them, this fund would not suffer such serious losses. It may be questioned whether the decision of courts in matters of fines and penalties should not be absolute and final. Were this the case, our county seminary funds would be largely and permanently increased. It would doubtless contribute to their efficiency to make them independent corporations, having the control of merely the income of the funds, and required to furnish an annual report of the State and condition of the institutions. It would pledge themselves to teach a common school in Indiana. These seminaries will doubtless become more efficient and useful when a more general and intelligent interest is felt in their prosperity, and their value is more heartily appreciated. Then we may expect to see thousands of our male and female teachers educated in them, and the institutions themselves under the control and instruction of our most thoroughly educated men.

#### UNIVERSITY OF INDIANA.

In the revision of our educational system, it is important that every part should be made to perform its appropriate function as completely and effectually as possible. The good



of the State requires it, and the voice of every citizen demands it. The present seems an appropriate time to give a right direction to the higher department of our system, as well as to revise our common schools. Both colleges and common schools flourish better when their mutual relation is thoroughly understood, and the harmony of their action is secured by wise and provident legislation.

I came into our State before any of our Colleges had an existence, and have therefore seen their rise and watched their progress with great and increasing interest. I rejoice in their prosperity and desire to see them rise to higher elevation in everything that characterizes such institutions in the older States. I wish them to be untrammelled by any State control, and their friends free to make them rich sources of intellectual and moral culture for all who may resort to them. I make this remark to show that I have no sinister motive in the suggestions that will follow.

The outlines of the plan about to be proposed, were sketched in the last year's address, and have been favorably entertained in various parts of the State. It is plain and simple in its nature, feasible in character, and permanent and happy in its results. I ask for a favorable entertainment of it no further than the demonstration is clear and satisfactory. If this be successful, may not the suggestion be worthy of attention on your part, so far as to secure a candid consideration of it, or a submission of the question to the people for decision.

It contemplates no *perversion* of funds, no *alienation* of State control over the grant, and involves no *constitutional* objections and impairs no *vested right*. It aims at nothing but the highest good to all whose interest can be affected by the influence of cultivated intellect and cultivated hearts. It secures the realization of all that could have been contemplated by the general government, and combines in happy



union State resources and individual enterprise and capital. It also ensures that extent of supervision on the part of the State, which it ought ever to exercise over its higher institutions, in perfect consistence with that freedom of action which they ought ever to possess.

Let the present Board be dissolved and another be created by the title of "The Regents of the University of Indiana." Let such Board consist of twelve members, chosen by the Legislature, not more than two from any one denomination. They should all be men capable to conduct the examination in the various studies composing the several courses adopted by our colleges. The University shall consist of such colleges as will adopt a course of study substantially equivalent to the one prescribed by the Regents, furnish an annual report of their receipts and expenditures, the number of their faculty and students, the actual amount of study accomplished by each class, the course required to be pursued to obtain a degree, the number of volumes in the college and societies' libraries, the value of their apparatus and cabinets, and permit a committee of the Regents to attend and assist in conducting the annual examinations. The Regents will furnish the means to pay the salary of one Professor in each of the colleges upon the following conditions: The Trustees of the several colleges shall elect a Professor, whose title shall be "Professor of Normal Teaching," and whose duty shall be to devote his entire energies to the instruction of such students as contemplate engaging either temporarily or permanently in the business of teaching common schools, deliver a course of lectures annually on the theory and practice of school teaching, and spend at least *one month* each year in delivering lectures upon popular education, or conducting Teachers' Institutes, under the direction of the Regents. The several colleges shall admit one student from each county in the State, free of tuition, who shall give a written pledge



to teach in Indiana as many quarters as he shall receive gratuitous instruction. *Provided*, That the amount of gratuitous tuition shall not exceed the sum appropriated by the State to each college. When the counties represented shall have exhausted the fund, and the representatives of additional counties present themselves, the appropriation shall then be divided equally among the whole number from said counties.

Such a union of affiliated institutions would be a glorious realization of the true idea of a University. It would leave the several corporations at perfect liberty to control and manage their affairs at pleasure. There would not be any constraint of the individual colleges composing the University, nor exclusion of others that might be subsequently established; while by the operation of this plan, the entire income of the funds would be converted into *productive capital*, for it would all be expended in the tuition of worthy young men pledged to teach in Indiana, as many quarters as they have received gratuitous instruction, or refund the amount of their tuition. Such an arrangement would be a happy union of public funds and private capital in the noblest of all enterprises. The public spirit and energy that have hitherto sustained the four colleges now in operation, will doubtless secure their ultimate success, but would it not be good policy for the State to secure such *efficient partners* in her efforts to promote collegiate education? This plan involves no *perversion of funds* from their high purpose, but secures that object more effectually than the present organization, which makes no provision whatever of the kind contemplated above. Why, it may well be asked, should Indiana educate young men for doctors and lawyers and preachers, with no pledge on their part either to remain within her limits, or do anything in return for their education? It impairs no *vested rights*, for the present corporation is the mere creature of the State, created for the sole purpose of managing



the enterprise, just as the Trustees, or Commissioners of any other fund are charged with the custody and distribution of its proceeds. It alienates no *State control* over the college grant, for every dollar of the fund will be just as much under the control and in the power of the State, as it is on the present plan. No *private property* is involved in the change, for none has ever been united with the State funds in the establishment of the college so as to be a constitutional objection. The whole matter resolves itself into the simple question of the best mode of doing what the State is bound both by *honor* and *interest* to do in the wisest and most efficient manner. The plan encounters no real obstacles, when duly considered, and the prospect of effecting a greater amount of good is certainly as fair, to say the least, as our past arrangement. What has the State to show for at least the \$60,000 she has actually paid during the last eighteen years? How many teachers of common schools, how many principals of county seminaries has the State college furnished? I do not ask the question in a spirit of complaint, for I presume the *four or five sets* of professors, who have been connected with the Institution, have not been idle, but to show that the plan proposed promises to do what has never been accomplished by the existing arrangement.

Is it asked how the change can be effected? We reply, it can be done with the utmost ease. Let the college building, grounds, library, and apparatus of the Institution at Bloomington, valued perhaps at \$25,000, be sold to any association of citizens, who will give \$15,000 and pledge themselves to sustain a college as one of the affiliated institutions of the University. I have just learned that one of the largest denominations in our State, is upon the eve of establishing a college, whose location has not yet been determined. Perhaps an arrangement, mutually advantageous, could be effected with that numerous body of our fellow-citizens, and thus the



State can convert that amount of unproductive capital into *productive funds*. I am not connected with the denomination above alluded to, and therefore make the suggestion from no selfish motive. According to the Auditor's last report, the University funds have been reduced to \$62,199.86. I have no means of knowing whether there be any other property belonging to that fund, except the amount above stated and the college buildings and grounds at Bloomington. If not, then our University fund would not be difficult to disburse. The \$3,925, the annual salary of the faculty, would pay the tuition of some 160 young men on the plan proposed, who would go forth to elevate and improve our common schools, and their places be supplied by an equal number, who in turn would follow the steps of their predecessors in the noble enterprise of teaching the rising generation of Indiana.

The Regents of the University would also have the oversight of the county seminaries. Through them and the county superintendents, we should be put in possession of such knowledge of the conditions and progress of the various departments of education from year to year, as would enable us to act and legislate intelligently. It should be added that no college would be admitted a member of the association, till its Trustees could furnish satisfactory evidence that they are possessors of at least \$20,000 worth of property, as a pecuniary pledge that they are bona fide embarked in the cause of collegiate education; and that each college upon its admission shall have the privilege of nominating *one member* of the Board of Regents.

#### CONSOLIDATION OF OUR COMMON SCHOOL FUNDS.

Justice demands that our funds should be consolidated, and the avails of them distributed upon the basis of the number of children to be educated. They would be more secure, and it would be much easier to exercise the proper



oversight of them. On the present plan it is extremely difficult to disburse the income of the school sections, inasmuch as the civil and congressional township lines do not correspond, and county lines often divide even school districts as well as townships. If the Legislature has not the power to consolidate the school section funds, surely it has no authority to *annihilate* them, as it has often done by releasing the securities of insolvent school commissioners. Better transcend its power in *blessing and doing good* than in doing evil and diminishing the means of educating the rising generation. It is unnecessary to enlarge on a topic so fully discussed in the address of last year.

The subjoined tabular statistics may be of some interest and furnish some light on the subject of your duty as legislators of Indiana. It is my heart's desire to see in our beloved State a system of education, which shall evince an intelligent appreciation of its value, a system wise, symmetrical, and efficient. If the suggestion already made shall prove of any assistance in securing this result, my object will be accomplished.

#### ONE OF THE PEOPLE.

#### APPENDIX.

The following table exhibits the School Vote by Counties. The thirty-one voting in the negative, are in italics, and the *twenty* below *Indiana zero*, are distinguished by a star:

Counties.	Number of votes for.	Number of votes against.
Adams .....	444	177
Allen .....	1,826	440
Bartholomew .....	1,137	1,033
Benton .....	112	31
Blackford .....	245	87
<i>Boone</i> .....	535	1,105
<i>Brown</i> .....	187	490



Carroll .....	1,347	472
Cass .....	1,281	313
Clark .....	1,540	587
Clay* .....	216	934
Clinton .....	1,111	460
Cræcford* .....	381	733
Daviess .....	681	665
Dearborn .....	2,601	438
Decatur .....	629	1,568
DeKalb .....	607	326
Delaware .....	715	808
Dubois .....	137	672
Elkhart .....	1,245	516
Fayette .....	1,226	627
Floyd .....	1,580	513
Fountain .....	1,134	787
Franklin .....	1,191	1,070
Fulton .....	596	57
Gibson .....	1,101	505
Grant .....	880	424
Greene* .....	464	1,380
Hamilton* .....	559	882
Hancock .....	616	873
Harrison .....	778	1,509
Hendricks* .....	523	1,539
Henry .....	1,072	1,404
Howard .....	392	314
Huntington .....	743	137
Jackson* .....	590	833
Jasper .....	227	120
Jay .....	503	187
Jefferson .....	2,210	687
Jennings .....	1,313	338
Johnson* .....	295	1,221
Knox .....	1,278	450
Kosciusko .....	1,255	224
LaGrange .....	1,138	184
Lake .....	302	37
Laporte .....	1,712	207



<i>Lawrence*</i>	475	1,452
<i>Madison</i>	488	1,182
<i>Marion</i>	1,846	1,540
<i>Marshall</i>	698	89
<i>Martin*</i>	339	494
<i>Miami</i>	1,175	287
<i>Monroe</i>	377	1,448
<i>Montgomery</i>	865	1,952
<i>Morgan</i>	656	1,563
<i>Noble</i>	963	149
<i>Ohio</i>	692	199
<i>Orange*</i>	152	1,554
<i>Owen*</i>	444	1,238
<i>Parke*</i>	960	1,832
<i>Perry</i>	523	323
<i>Pike*</i>	248	766
<i>Porter</i>	698	73
<i>Posey</i>	1,055	747
<i>Pulaski</i>	224	22
<i>Putnam*</i>	655	2,300
<i>Randolph</i>	1,389	573
<i>Ripley</i>	1,097	1,023
<i>Rush*</i>	1,014	1,681
<i>Scott</i>	670	295
<i>Shelby</i>	1,510	996
<i>Spencer</i>	599	483
<i>Steuben</i>	568	126
<i>St. Joseph</i>	1,513	99
<i>Sullivan*</i>	534	1,105
<i>Switzerland</i>	2,144	287
<i>Tippecanoe</i>	2,432	471
<i>Tipton</i>	273	93
<i>Union</i>	580	738
<i>Vanderburgh</i>	1,146	142
<i>Vermillion</i>	994	512
<i>Vigo</i>	1,015	939
<i>Wabash</i>	1,387	309
<i>Warren</i>	956	157
<i>Warrick*</i>	498	754



Washington*	630	1,812
Wayne	2,492	1,420
Wells	440	102
White	561	105
Whitly	589	86

Whole number of votes cast..... 140,410

In favor of free schools..... 78,523

Against free schools..... 61,887

Majority in favor..... 16,636

The subjoined table exhibits the number of tax-payers, resident and non-resident, in *nine* counties, being one-tenth of the whole number in the State:

COUNTIES	Whole number of Taxpayers.	Number who pay on \$500 and less.	Number who pay on \$1,000 and less.	Number who pay on \$2,000 and less.	Number who pay on more than \$2,000.	Valuation per Auditor's Report Nov. 6, 1847.
Clay	1,844	1,399	294	116	35	\$763,831
Owen	2,599	1,938	391	199	71	1,142,573
Vigo	3,208	2,007	539	486	176	2,871,915
Parke	3,410	2,230	545	415	220	2,113,610
Jennings	2,700	2,180	316	142	62	918,389
Washington	3,764	2,322	648	522	272	2,534,000
Hendricks	3,332	2,082	657	431	162	1,863,479
Putnam	3,697	2,243	687	564	203	2,425,129
Johnson	2,813	1,538	559	488	228	2,095,632
	27,381	17,939	4,636	3,363	1,429	16,728,549

Of these 27,381 tax-payers, 17,939 pay on \$500 down to a simple poll, being but a small portion less than *two-thirds* of the whole, and more than *seven-ninths* pay on \$1,000 and less. These are above a general average by counties.



The following schedule illustrates the disparity between the property and the number of tax-payers in *rich* counties and the property and the number of tax-payers in *poor* counties. The injustice of any other mode of assessment of taxes than a State tax, and the distribution of its proceeds on the basis of the number of children between lawful school ages, becomes manifest upon a moment's inspection of this table.

COUNTIES	Whole number of tax-payers.	Number who pay on \$500 and less.	Number who pay on \$1,000 and less.	Number who pay on \$2,000 and less.	Number who pay on more than \$2,000.	Valuation for 1847.
Clay .....	1,844	1,399	294	116	35	\$763,831
Owen .....	2,599	1,938	391	199	71	1,142,573
Jennings .....	2,700	2,180	316	142	62	918,389
	<hr/> 7,143	<hr/> 5,517	<hr/> 1,001	<hr/> 457	<hr/> 168	<hr/> 2,824,793
Wayne .....	6,643	3,668	420	301	2,164	4,956,662
Marion .....	5,359	3,064	885	700	770	3,970,735
	<hr/> 12,002	<hr/> 6,672	<hr/> 1,305	<hr/> 1,091	<hr/> 2,934	<hr/> 8,936,397

The average in the rich counties would be...\$ 744.00

In the poorer counties..... 395.00

It is to be hoped that these facts will not be lost sight of in adjusting the tax and the distribution of its proceeds.

Our lack of wisdom in not guarding against the premature sale of the school lands, is disclosed by such facts as the following:

The school section in one of the townships of Hendricks county was sold for less than \$1,000. The purchaser having improved it a few years, sold it for some \$5,000. That we committed an oversight in not regarding the proceeds of



the school section as a common fund, thus securing to the citizens of the poorer counties, a participation in the avails of the more valuable lands in the richer counties is evident from such facts as the following. A school section in Tippecanoe county was sold for more than \$10,000, and another in Vigo for some \$18,000. There will probably not be more inhabitants in the rich township on the Wea plains, than in many of the townships of the poorer counties, where the school section would not sell for the government price. It may be said that there will be ten times as many children to be educated in that township of Vigo, whose school section yielded such a handsome sum, as will need instruction in many a township whose school section will not find a purchaser for fifty years. True, there may be a great disparity in the number of children in Terre Haute, and a township among the knobs and beech flats of some poorer section of the State, but will there not also be a still greater inequality in the amount of wealth of the two places? The palpable injustice of the principle of distribution is manifest, whether view is taken, whether of the number of children to be educated, or the ability of the township to furnish the means of instruction. The commonwealth is equally interested in the education of all portions of her future voters and legislators. If any preference should be given in the distribution of the funds entrusted to her care it should most obviously be to those whose natural advantages of *soil and situation* are the least favorable. It is painful to reflect how much the commonwealth has suffered already from such a construction of the grant, as helps those most who have the least need and aids those least, who require the most assistance. It is a shame that such evils should exist, and I blush for the man who would oppose that construction of the law, which alone realizes the obvious intent of the grant. If Michigan is *right* in her construction of the grant, then Indiana is *wrong*.



That the former is *correct*, let us consider the nature of the grant, and the manner of it. No one will question for a moment the position, that Congress intended the equal benefit of the rising generation without regard to township lines, or any other consideration, either indigence or wealth. It would be a poor compliment, indeed, to the wisdom and forecast of those statesmen, who made such magnificent provisions for education in this great valley, to say that they did not see that, if it was regarded as an absolute and specific grant to the inhabitants of each township, for their sole and exclusive benefit, they would be helping the rich at the expense of the poor. To attribute to them such unstatesman-like and anti-democratic views, would be the vilest slander. Better reasons can be assigned for their action, reasons which it becomes the legislators of our State duly to consider. If the error originated in our early legislators, then it becomes the duty of subsequent ones to correct it. Is it not more natural, and indeed more reasonable, to suppose that having the equal benefit of all in view, they distributed the school lands among the townships, rather than locate them in large tracts, that they might enhance their value and interest the community more general in their preservation and improvement? Had this been their object they could not have devised a wiser plan. By locating the school section as near the center of the township as possible, they gave the land an *extrinsic* value, in addition to its *intrinsic* worth. Such would be the result is obvious, for when the township became settled and a body corporate, land situated in the centre, other things being equal, would be more valuable than the same quality of land in remote parts of the township. It is doubtless with reference to this fact, that Michigan has made provision for laying out her school sections in town lots when deemed advisable. The location of



the school lands in single sections in the several townships in preference to large tracts, would have the effect not only to give them a greater value, but also to interest more extensively the whole community in the judicious sale of them, and render them more speedily productive by the cultivation and improvement of the adjacent lands.

If such were their object, they could not have devised a wiser or more efficient plan to accomplish their purpose, than they have done. How gross a perversion of their noble and philanthropic views, is the construction that has hitherto been put upon the grant, the more shameful, when it is considered that the practical operation of the view, is to aid the rich at the expense of the poor. I honor both the heads and hearts of those noble statesmen too much, to believe for a moment, that such a construction is the proper exponent of their views. Let justice be done both to *them* and the *rising generation*, cost what it may.

Does anyone say, many of the townships would not relinquish the benefit, which their wisdom and forecast have secured to them by the judicious sale of their school sections, so far as to consent to merge their school money in a common fund. Have they done anything more than they ought to have done, even if the more liberal construction had originally been placed upon the grant? If not, then where is the ground of this claim to peculiar privileges over their fellow citizens? Surely no honorable man would wish to retain what does not belong to him, or refuse to restore what might come into his possession by another's oversight. What would be thought of a man, who would not be willing to take his part of a paternal estate by valuation? The question is not of relinquishment, but of ownership. If the point is admitted, that Congress gave the lands appropriated for educational purposes, to the several states for the equal



*benefit* of all the citizens in educating their children, then no exclusive title to these lands can equitably be claimed by any township. Besides, if this were the case, the interests of those few townships, whose school lands have been sold for large sums, would not wholly be overlooked by the contemplated arrangement, for they would participate *equally* with their less favored fellow-citizens; nor would the sacrifice called for be without some advantage even to those making it, for they would be benefited in the more general diffusion of knowledge and consequent improved legislation. Our social and pecuniary interests are not limited to township lines. We have too much of the locomotive propensity to be confined within certain geographical limits, all our days, nor can we expect our children will have less enterprise than ourselves. The satisfaction of knowing that wherever in the State, we, or they, may hereafter locate, we should enjoy the same advantage from public funds for education, is surely worth some sacrifice to secure, and it would be no little honor to us as a state, to assure those who seek a settlement among us, that they shall share in the educational funds according to the number of children, irrespective of all other considerations. Is it said that the Legislature has no power to consolidate these funds? Then it may be asked what authority has it to pass laws releasing the securities of insolvent school commissioners, if it has no power to regulate the distribution of these funds? Such a release is more an act of *injustice* than the equitable distribution of them in the manner suggested. The exercise of undelegated power in the one case, is just as *unconstitutional* as in the other. If it were a legitimate act to release, then it will be equally so, to distribute.



## READ, CIRCULATE AND DISCUSS.

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An Address to the Legislature of Indiana at the Commencement of the Session and Printed in *Indiana State*

*Journal*, Jan. 7th, 1850.

[THE FOURTH ADDRESS.]

BY "ONE OF THE PEOPLE."

*Gentlemen of the Senate and House of Representatives:*

It is not to be supposed that the members of a legislative body are indifferent to the interests and welfare of their constituents and that, while they cherish a lively sympathy with those whom they have the honor to represent, they will cheerfully accord to any of their fellow-citizens, however humble, the right of a respectful presentation of whatever he may regard as conducive to the general good and productive of individual happiness, irrespective of political preference. It has doubtless been a matter of sincere gratification to you all, in common with your fellow-citizens, to witness the progress that has been made in the higher departments of education and the interest that is felt in behalf of collegiate institutions by most of the leading denominations in our State, under whose auspices and by whose funds, the few colleges now in successful operation, have risen in generous rivalry with the State University, whose present flourishing condition was happily set forth in the Executive message at the commencement of the present session. Whilst colleges and female seminaries of a high order are of indisputable importance, and may be safely left to private enterprise and voluntary associations, under the fostering care of an enlightened and liberal legislative policy which will insure all necessary charter privileges, the constitution has committed to your charge



the primary schools, the only institution to which nine-tenths of the rising generation will ever have access. It is no presumption to infer that you cherish a lively interest in their prosperity, and will lend a ready ear to any suggestions designed to improve their character, increase their number and efficiency, and render them worthy of the name of free schools. To contribute to this desirable result was the motive that led to the preparation of the three annual addresses on the subject of popular education, which were laid before your predecessors and widely circulated among the people, and the same desire has prompted the hope that a fourth effort of kindred character would not be without some happy results. The most important points of a system of popular education having been discussed in previous addresses, it will be unnecessary to repeat them in this or to restate the statistics contained in those discussions; we shall confine our remarks and suggestions to the character of the school law last session. As you alone possess the power to amend, and on you rests the responsibility of correcting whatever there is in it that is erroneous in principle, infelicitous in operation and defective in provision, so it is to be presumed that a candid exhibition of these may lead to their correction, and that on the Legislature of 1849-50 may rest the benediction of the youth of Indiana, for having had the wisdom to devise and the independence to enact such a system of free schools as may serve as a model to younger sisters, while it secures the proper education of her own rising generation. The vote on the school law, as far as reported, is a very significant comment on the part of the friends of education, on the infelicities of some of its provisions, and the necessity of a speedy correction of its most palpable defects. The following table furnishes the necessary exhibit of that vote together with the means of a comparison of it with the free school vote of last year.



## VOTE ON THE NEW SCHOOL LAW.

No.	Counties.	For free schools.	Against.	For school law.	Against.
1	Adams	444	177	533	210
2	Allen	1,826	440	1,130	483
3	Barthol.	1,137	1,033	In favor	
4	Benton	112	31	124	37
5	Blackford	245	87	235	164
6	Boone	535	1,105	559	1,118
7	Brown	187	490	210	371
8	Carroll	1,347	472	1,012	506
9	Cass	1,281	313	1,422	359
10	Clarke	1,540	587	1,403	876
11	Clay	216	934	513	690
12	Clinton	1,111	460	882	765
13	Crawford	381	733	275	722
14	Daviess	681	665	613	892
15	Dearborn	2,601	438	2,090	572
16	Decatur	629	1,568	1,317	1,167
17	DeKalb	607	326	450	365
18	Delaware	715	808	657	943
19	Dubois	137	672	84	675
20	Elkhart	1,245	516	1,201	835
21	Fayette	1,126	627	932	925
22	Floyd	1,580	513	1,620	538
23	Fountain	1,134	787	1,339	540
24	Franklin	1,191	1,070	1,297	1,066
25	Fulton	596	57	701	109
26	Gibson	1,101	505	1,049	707
27	Grant	880	424	762	564
28	Greene	464	1,380	797	1,155
29	Hamilton	559	882	520	1,335
30	Hancock	616	873		Against
31	Harrison	778	1,509	957	1,267
32	Hendricks	523	1,539	544	1,243
33	Henry	1,072	1,404	1,411	1,383
34	Howard	392	314	435	483
35	Huntington	743	137	In favor	
36	Jackson	590	833	In favor	



37	Jasper	227	120	276	164
38	Jay	503	187	304	242
39	Jefferson	2,210	687	2,608	730
40	Jennings	1,313	338	1,146	478
41	Johnson	205	1,224	604	1,190
42	Knox	1,278	450	1,026	474
43	Kosciusko	1,255	224	1,068	444
44	LaGrange	1,138	184	822	264
45	Lake	302	37	422	31
46	Laporte	1,712	207	1,559	368
47	Lawrence	475	1,452	694	1,256
48	Madison	488	1,182		Against
49	Marion	1,846	1,540	1,899	1,753
50	Marshall	698	89	544	121
51	Martin	339	494	247	535
52	Miami	1,175	287	979	580
53	Monroe	377	1,448	560	1,197
54	Montgomery	865	1,952	1,097	1,863
55	Morgan	656	1,563	995	1,463
56	Noble	963	149	In favor	
57	Ohio	692	199	568	267
58	Orange	152	1,554	349	1,459
59	Owen	444	1,238	789	967
60	Parke	960	1,832	1,169	1,455
61	Perry	523	323	509	443
62	Pike	248	766	215	771
63	Porter	698	73	670	130
64	Posey	1,055	747	1,521	604
65	Pulaski	224	22	347	22
66	Putnam	655	2,300	980	1,960
67	Randolph	1,389	573	937	638
68	Ripley	1,097	1,023	972	872
69	Rush	1,014	1,681	1,357	1,633
70	Scott	670	295	409	604
71	Shelby	1,410	996	1,364	929
72	Spencer	599	488	In favor	
73	Steuben	568	126	647	188
74	St. Joseph	1,513	99	1,281	312
75	Sullivan	534	1,105	488	In favor



76	Switzerland	2,144	287	1,819	338
77	Tippecanoe	2,432	471	2,011	528
78	Tipton	273	93	201	189
79	Union	580	738	711	512
80	Vanderburg	1,146	142	973	180
81	Vermillion	994	512	1,153	376
82	Vigo	1,015	939	1,148	1,139
83	Wabash	1,387	309	1,160	463
84	Warren	956	157	881	248
85	Warrick	498	754	775	506
86	Washington	630	1,812	1,038	1,575
87	Wayne	2,492	1,420	2,050	1,412
88	Wells	440	102	514	171
89	White	564	105	419	158
90	Whitley	589	86	In favor	

A brief analysis of this tabular view will best exhibit its import and indicate the true response of the people. Whole number of votes given in the presidential election in 1848—153,462. Whole number of votes given on the free school question in 1848—140,410. Vote in favor of free schools, 78,523, and against free schools, 61,887; majority in favor, 16,636. Whole number of votes given for Governor, 1849, 149,774. Whole number of votes on the school law, (estimating the eight counties not reported, the same as last year) 142,391. Whole number of votes in favor of the school law, 1849, 79,079. Whole number of votes against the school law, 63,312; majority in favor of the law, 15,767. The number at the polls not voting on the school law question in 1849, 7,383, thus showing a much nearer approximation to a universal expression of opinion on this vital question in 1849 than in 1848. Of the 31 counties voting last year against free schools, 28 have reported and the analysis of their aggregate vote on the school law presents a cheering result. The aggregate vote of these 28 counties for the year 1848 and 1849 is as follows:



Whole vote for 1848.....	49,852
Whole vote for 1849.....	51,468
Showing an increase of.....	1,616

A comparison of the character of their votes for these two years fully confirms the views expressed in the last year's address relative to the cause of the adverse vote on the abstract question of free schools. The vote of these 28 counties for and against free schools last year and for and against the school law for this year is as follows:

For free schools in 1848	14,918	Against	34,934
For school law in 1849	19,812	Against	31,656

showing a change of votes equivalent to 8,172 in favor of the free school law. Four of these 31, which gave an aggregate vote last year of 2,779 for and 4,064 against free schools, gave this year 4,214 for and 3,568 against the school law. One of these last year gave a majority of 939 against free schools and this gave 150 majority for the school law, showing a change of vote equivalent to 1,089. What other satisfactory explanation can be given of this change of almost one-sixth part of the votes of these twenty-eight hostile counties in favor of the school law, with all its imperfections, than that their votes on the free school question last year were given under a misapprehension of the merits of the question at issue? This conclusion becomes the more manifest from another fact in striking contrast with it, viz: that of the 54 counties reported this year, which voted last year for free schools, 46 gave a much larger vote against the school law than they did against free schools. Such was the dissatisfaction with the school law that scores of the staunchest friends of the common schools, declared they would rather have no law, than give their sanction to one so crude, local, and unjust. Many of the most intelligent and zealous advocates of popular education either withheld



their votes or gave them against the law from a conviction that its adoption would postpone the day when the youth of Indiana would enjoy schools worthy of the name of free. This is the reason why so many of the counties voting last year for free schools and this year for the school law, gave a diminished aggregate vote, while they largely increased their minority votes, as will appear from the above exhibit, and three of them even gave majorities against the school law. Such are some of the facts presented by the analysis of this tabular exhibit of the county vote, cheering to every friend of common schools. Had not the law been marred by some exceedingly infelicitous provisions and unjust requisitions, had it been as just and liberal as the response of the people at the ballot box at the previous election authorized them to expect, there can be but little doubt that we should as a State have given a handsome majority in proportion to the number of votes cast, as New York has recently done in favor of her law establishing free schools. If she gave only 91,951 majority of an aggregate vote of 249,872 we might have swelled our majority of 15,767 to forty or fifty thousand.

#### THE LAW CRITICISED.

The suggestions relative to the merits and demerits of the school law must necessarily be brief. The law contains wise and valuable provisions, which, if carried out, can not fail to contribute to the prosperity of our schools and awaken a livelier sympathy in their behalf. The statistical information required by its provisions will prove of invaluable service in arousing the public mind to the importance of liberal views and generous appropriations in this department of our constitutional duties and obligations. The equalization of the funds among the several townships, according to the number of scholars is *emphatically* the crowning excellence



of the law, a decided advance upon any of our previous legislation, an honor to its authors; yet it is not a little remarkable that they did not see that justice demands that such equalization should be general and not local. There is often as great disparity between counties as there is in townships, in point of wealth. For illustration, take from the statistical tables of our last address two counties and compare the number of tax-payers and the valuation of the property, and it will be immediately seen that there is a very great difference between them in the relative proportion between tax-payers and property. The counties of Jennings and Vigo furnish a pertinent illustration of the soundness of our position. In the former the average amount of property to each tax-payer is \$340, while in the latter it is no less than \$895. Why should justice be done to townships and the wrongs of counties be left unredressed? Or rather why should not the provision for carrying out the requisition of the constitution in respect to that department of education of which the State claims to have special charge and oversight, be of a general and not local character? If common schools are a legitimate object of State control and provision, then that provision should be of the most liberal character, extending to every child and *unaffected* by any boundaries but the State line. If the judge should be paid from the public treasury, so should the schoolmaster. The former is no more important to the commonwealth than the latter. Indeed, were the latter better patronized and paid, there would be much less occasion for the services of the former. The expense of erecting school houses, providing fuel, purchasing apparatus, and boarding the teachers, like the payment of jurors, clerks, and associate judges, and the building of court houses and jails might with propriety be defrayed by the several municipalities requiring them, while the proceeds of the general



tax and other additional funds should be sacredly expended in instruction. Let all the funds from whatever source they may arise, be distributed on the basis of the number of children to be educated, and one of the most unjust and obnoxious features of the present law will be removed from the statute books. This can be effected without disturbing the constitutional scruples of any one relative to the sixteenth section fund, on the plan adopted in reference to counties, for it is just as feasible in respect to a general distribution as to a local division. The most objectionable feature of the law, and the one that has called forth the severest and unqualified condemnation from a large portion of the friends of free schools, is the local acceptance or rejection of the law. It is difficult to conceive of anything more ridiculous and absurd than this local ratification or rejection of a constitutional provision. A simple illustration is sufficient to expose its absurdity and disclose its origin. If free schools are plainly contemplated by the constitution and if the school law was designed to carry out these constitutional provisions, then it follows that when they go into operation they must take effect in virtue of a general vote and not a local approval. No one would think of appending to the constitution, which may be framed by the contemplated convention, such a proviso as this: "that the several counties in the State be and they are hereby exempted from the provisions of this constitution until said counties respectively assent at the annual August elections held in the several townships in said counties." So much for this wonderful proviso. Its true character can best be ascertained by its practical operation. We will take Rush county for an illustration, which has voted against the law. It is surrounded by six counties, all but one of which have accepted the law. Suppose that the same state of things exists in Rush that exists to a greater or less extent



in many other counties, and which the auditor of Jennings states to be the case in that county: "Though we distribute congressional funds to but nine townships from my office, yet we divide the other funds among 18 townships and parts of townships." It follows as the legitimate result of the operation of the new law in the adjacent counties while the old law exists and regulates affairs in Rush, that some of the children of the same township and frequently of the same school district (for county lines often divide even school districts) will be subject to the operations of a free school law and enjoy its privileges, while others will be entitled to nothing more than the old school law can furnish. One portion of the children of the same district or township will be entitled to the blessings of a free school for six or eight months annually, while many of their playmates will be required to leave school at the expiration of three or four months' instruction. What can be conceived more at variance with the spirit of our instructions than legislation producing such results? What device could more effectually embitter the feelings of friends and neighbors and more completely perplex and embarrass the disbursing officer? It is to be hoped your honorable body will perceive this evil and apply a speedy and effectual remedy. Much of the anticipated trouble and expense of equalizing the educational funds so as to secure to all our citizens their constitutional rights, and to the entire youth of our State an equal and impartial share of the funds, may be avoided, the business promptly dispatched, and the necessary transfer of funds be effected with a very little expense of time and money. All this may be done and done effectually without disturbing the school section fund any more than the present arrangement does. The present law provides for this equalization by counties. All that is necessary for our purpose, is to make it a state



equalization instead of a county equalization. Let the county officers transmit to the treasurer of State the same data by which they now ascertain each township's proportion, and he can very easily determine each county's proportional share and inform each county treasurer the amount his county is entitled to receive, and direct him to remit only the excess of educational funds on hand, over their proper share, or to draw for the deficit found to exist between funds in his possession and the amount due his county. By such an arrangement probably more than three-fourths of the funds would remain in the several counties in which they had accrued, while the remainder would be transferred from rich to poorer counties. For illustration, we will take two counties, Dearborn and Clay. By the operation of such a system of equalization the former might have a surplus of educational funds to the amount of \$450, while in the latter there might be a corresponding deficit of \$250. Dearborn would be required to remit to the State Treasury only the \$450 surplus, and Clay would be entitled to draw on the State Treasury for the \$250 deficit. This plan would insure impartial justice to all, which the provisions of the present law fails to secure, even on the supposition that adjacent counties should adopt the law. For the educational funds of one county may be equivalent to \$1.50 to each child of the legal school age in it, while the adjacent counties would not be able to furnish ninety cents per scholar. It is easy to see the infelicities arising from such inequalities both to children and executive officers. If legislative wisdom and patriotism can remove them, let them no longer perplex disbursing officers, embarrass executive functionaries and irritate parents and friends. The evils arising from the different degrees of delinquency in the payment of taxes and the collecting of funds in different counties could be easily



avoided by making the amount of moneys assessed and moneys due on funds loaned the basis of distribution, so that each county should experience the inconvenience of tardy payments, or actual loss from non-payment, and not divide such deficit with the more prompt. With such amendments of the present school law, it would not be long before Indiana would be in advance of most of her western sisters and become a model for their imitation. The annual increase of funds arising from taxation will be a very material and important addition to our educational resources. The increase of funds from the poll and property taxes alone of this over last year will be \$7,261, while from other taxable sources and the judicious sale of school lands, the aggregate will probably not fall short of \$10,000, which sum will annually increase. With wise and judicious legislation to direct, encourage and assist the friends of common schools, we may fondly hope that the interest that is now felt by the Legislature and the people at large will be constantly increasing and be followed by such improvements as an intelligent appreciation of the subject of popular education would naturally prompt. With the fond hope that the statistics and suggestions contained in this address may be received by you, gentlemen, legislators, as the contribution of one who desires to see the entire youth of Indiana enjoy the blessings of free schools and the community experience the incidental results of such an education, and that all may have occasion to retain a long and lively remembrance of your legislative fidelity, wisdom, and patriotism, I am, etc.,

ONE OF THE PEOPLE.

P. S. It has just been ascertained from gentlemen representing the eight counties not reported, that six of them voted for the school law and two against it. This increases the number of counties voting last year against free schools and



this year voting for the school law. The five counties thus changing their vote are, Decatur, Henry, Jackson, Union, and Warrick. The details of the vote of these eight counties are not given. The State vote by counties stands as follows:

For the school law.....61 counties

Against the school law.....29 counties



## FIFTH ANNUAL MESSAGE.\*

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BY ONE OF THE PEOPLE.

Four Letters to the Members of the Constitutional Convention, in 1852, and Published in *The Indiana Statesman*, E. W. H. Ellis and J. S. Spann, Editors.

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For *The Indiana Statesman*.

### EDUCATION.

No. I.

*Gentlemen of the Constitutional Convention:*

In the prosecution of your labors of constitutional revision, the subject of Education will claim a share of your attention. There is no portion of constitutional provisions more worthy of your careful consideration,—none involving more vital interests, none more intimately connected with the highest welfare of the people in all their relations and pursuits, civil, social and commercial, none which, wisely and liberally defined in the fundamental law of the Commonwealth, will reflect greater honor on your body, or that you will recall in after years with higher satisfaction. None of the contemplated alterations and improvements of our present constitution, which may result from your deliberations, will be received with more general and cordial satisfaction by the great mass of your fellow-citizens, than a constitutional guaranty, that wise and efficient provision shall be made for the proper education of the present and future youth of Indiana.

Whatever reforms in other departments may be desirable, and by your wisdom be incorporated in a new constitution, it

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\*Professor Mills called these letters his Fifth Message.



is obvious that nothing will contribute so essentially to carry out and render permanent these reforms as the general diffusion of knowledge and the universal education of the rising generation. It is a peculiarly fortunate and happy circumstance that on this subject, the popular will has been repeatedly expressed within the last two years. A state vote of 16,636 majority on the abstract question of Free Schools, and a county vote of 61 for, and 29 Counties against, the subsequent school law, with all its imperfections, may very properly be regarded as an expression of the popular will of no equivocal character. The number of Counties adopting the school law has been increased by the vote of last August, furnishing additional evidence of the strong desire for liberal provision for popular education. Indiana has acquired no little reputation and distinction among her western sisters, by her educational votes for the last two years. May we not hope the Convention will consider itself instructed on this subject, by this repeated voice of the people, and feel authorized to mature and introduce into the new constitution such provisions as will both suggest and require wise and efficient legislation on the subject?

The provisions of our present constitution embody the outlines of a true system and exhibit a wisdom and forecast highly honorable both to the heads and hearts of its framers. The lapse of thirty-four years has wrought a wonderful change in our circumstances and resources, requiring corresponding modification of measures. It has also demonstrated the infelicity of some of those provisions, and shown that the hopes awakened by others, are doomed to utter disappointment. With such lessons of experience to guide, there seems no good reason why we may not profit by its suggestions, and give to our future educational efforts a power and efficiency equal to our most sanguine hopes and desires.



The wide contrast between the number and pecuniary ability of the constituency of the first convention, and that of the present population and wealth you have the honor to represent, may be inferred from the state taxes of 1816 and 1849, and from the votes cast for governor in 1816 and at the presidential election of 1848. The state tax assessed in 1816—the first year of our independent sovereignty—was \$6,043.36, while the same assessment for 1849 was \$508,537.81. The gubernatorial vote of 1816 was only 9,147, while the electoral vote for 1848 was 153,462.

#### SCHOOL REVENUES.

These facts show why the educational provisions of our present constitution, when formed, were little else than "good devised," since the pecuniary ability to execute its generous and philanthropic purposes, was necessarily meagre. If such noble sentiments were entertained and such provisions incorporated in the fundamental law of an *infant* state by its framers, what may not be justly expected from their successors assembled thirty-four years after to revise and remodel that constitution, when no such incubus of poverty rests upon our State to paralyze our efforts and mock our hopes? Our resources are sufficiently developed to authorize all reasonable and necessary drafts on them for the support of a wise and efficient system of Popular Education.

Experience has abundantly shown that the possession of funds superseding the necessity of taxation, is a curse rather than a blessing. Their true value consists in aiding effort, and where their subsidiary character has been lost sight of, the character of the common schools has disclosed the mistake, however paradoxical it may appear to superficial view. Massachusetts and Connecticut in their educational history furnish conclusive evidence of the soundness of our state-



ment, and prove that taxation must ever constitute the *basis*, on which common schools can *rest* and *flourish*. The reason is obvious and it is folly to disregard it. Nothing but a personal pecuniary investment in an enterprise will ever elicit interest and effort sufficient to secure success. This point being established, (and the experience of older States places this matter beyond the shadow of a doubt,) we can see the wisdom of arranging and classifying our subsidiary means in such a manner as to render them the most effective.

#### EQUALIZATION OF CONGRESSIONAL FUND.

The munificent grant by Congress to Indiana for school purposes of 650,317 acres of land wisely managed and properly distributed would have superseded forever the necessity of *onerous* taxes for the primary education of our youth. We have lacked wisdom in this matter heretofore, and our delinquency can be but partially remedied. Though our oversight and want of forethought have diminished the aggregate avails of this donation and most inequitably distributed that avails, yet the loss is not total nor altogether irreparable, nor the oversight utterly beyond correction. The subject was fully discussed in our educational address to the Legislature of 1847 and 8, and we will therefore introduce it in this connection.

Our lack of wisdom in not guarding against the premature sale of the school lands is disclosed by such facts as the following: The school section in one of the townships of Hendricks county was sold for less than \$1,000. The purchaser having improved it a few years, sold it for some \$5,000. That we committed an oversight in not regarding the proceeds of the school sections as a common fund, thus securing to the citizens of the poorer counties, a participation in the avails of the more valuable lands in the richer coun-



ties, is evident from such facts as the following. A school section in Tippecanoe county was sold for more than \$10,000, another in Vigo for some \$18,000. There will probably not be more inhabitants in the rich township on the Western plains, than in many of the townships of the poorer counties, where the school sections would not sell for the government price. It may be said that there will be ten times as many children to be educated in that township of Vigo, whose school section yielded such a handsome sum, as will need instruction in many a township whose school section will not find a purchaser for fifty years. True, there may be a great disparity in the number of children in Terre Haute, and a township among the knobs and beech flats of some poorer sections of the State, but will there not also be a still greater inequality in the amount of wealth of the two places? The palpable injustice of this principle of distribution is manifest, whatever view is taken, whether of the number of children to be educated, or the ability of the township to furnish the means of instruction. The commonwealth is equally interested in the education of *all portions* of her future voters and legislators. If any preference should be given in the distribution of the funds entrusted to her care, it should most obviously be to those whose natural advantages of *soil and situation* are the least favorable. It is painful to reflect how much the commonwealth has suffered already from such a construction of the grant, as helps those most who have the least need, and aids those least, who require the most assistance. It is a shame that such evils should exist, and I blush for the man who would oppose that construction of the law, which alone realizes the obvious intent of the grant. If Michigan is *right* in her construction of the grant, then Indiana is *wrong*.

That the former is *correct*, let us consider the nature



of the grant and the manner of it. No one will question for a moment the position, that Congress intended the equal benefit of the rising generation, without regard to township lines, or any other consideration either of indigence or wealth. It would be a poor compliment, indeed, to the wisdom and forecast of those statesmen, who made such magnificent provisions for education in this great valley, to say that they did not see that, if it was regarded as an absolute and specific grant to the inhabitants of each township for their sole and exclusive benefit, they would be helping the rich at the expense of the poor. To attribute to them such unstatesmanlike and anti-democratic views, would be the vilest slander. Better reasons can be assigned for their action, reasons which it becomes the legislators of our State duly to consider. If the error originated in our early legislators, then it becomes the duty of subsequent ones to correct it. Is it not more natural, and indeed more reasonable, to suppose that having the equal benefit of all in view, they distributed the school lands among the townships, rather than locate them in large tracts, that they might enhance their value, and interest the community more generally in their preservation and improvement? Had this been their object they could not have devised a wiser plan. By locating the school section as near the centre of the township as possible they gave the land an *extrinsic* value, in addition to its *intrinsic* worth. Such would be the result is obvious, for when the township became settled and a body corporate, land situated at the centre, other things being equal, would be more valuable than the same quality of land in remote parts of the township. It is doubtless with reference to this fact, that Michigan has made provision for laying out her school sections in town lots, when deemed advisable. The location of the school lands in single sections in the sev-



eral townships in preference to large tracts would have the effect, not only to give them a greater value, but also to interest more extensively the whole community in the judicious sale of them, and render them more speedily productive by the cultivation and improvement of the adjacent lands.

If such were their object, they could not have devised a wiser or more efficient plan to accomplish their purpose, than they have done. How gross a perversion of their noble and philanthropic views, is the construction that has hitherto been put upon the grant, the more shameful when it is considered that the practical operation of the view, is to aid the rich at the expense of the poor. I honor both the heads and the hearts of those noble statesmen too much to believe for a moment, that such a construction is the proper exponent of their views. Let justice be done both to *them* and the *rising generation*, cost what it may.

Does any one say, many of the townships would not relinquish the benefit, which their wisdom and forecast have secured to them by the judicious sale of their school sections, so far as to consent to merge their school money in a common fund? Have they done anything more than they ought to have done, even if the more liberal construction had originally been placed upon the grant? If not, then where is the ground of this claim to peculiar privileges over their fellow-citizens? Surely no honorable man would wish to retain what did not belong to him, or refuse to restore what might have come into his possession by another's oversight. What would be thought of a man, who would not be willing to take his part of a paternal estate by valuation? The question is not of relinquishment, but of ownership. If the point is admitted, that Congress gave the lands appropriated for educational purposes, to the several states for the *equal benefit* of all the citizens in educating their children, then no



exclusive title to these lands can equitably be claimed by any township. Besides, if this were the case, the interest of those few townships, whose school lands have been sold for large sums, would not be wholly overlooked by the contemplated arrangement, for they would participate *equally* with their less favored fellow-citizens; nor would the sacrifice called for be without some advantage even to those making it, for they would be benefited in the more general diffusion of knowledge and consequent improved legislation. Our social and pecuniary interests are not limited by township lines. We have too much of the locomotive propensity to be confined within certain geographical limits all our days, nor can we expect our children will have less enterprise than ourselves. The satisfaction of knowing that wherever in the state, we, or they, may hereafter locate, we should enjoy the same advantage from public funds for education, is surely worth some sacrifice to secure, and it would be no little honor to us as a state, to assure those who seek a settlement among us, that they shall share in the educational funds according to the number of children, irrespective of all other considerations.

To correct this mistake falls within the legitimate province of the present Convention, and constitutes one of its most important duties. The consolidation of all school funds and the distribution of their income with the avails of a school tax on the basis already indicated, must be regarded as a fundamental principle, the true basis of all wise and equitable legislation on the subject.



For *The Indiana Statesman*.

## EDUCATION.

No. 2.

*Gentlemen of the Constitutional Convention:*

### EDUCATIONAL FUNDS. REMITTING FINES.

We have at present five funds devoted to common schools, one each to academic and collegiate education. The school section and surplus revenue funds amount to about two million dollars, yielding an income of some \$120,000. The average annual distribution of the avails of the Bank tax and Saline funds for the last three years, per the Auditor's report, was \$9,150.14. What the aggregate income of the fund derived from the forfeiture of recognizances, would be through the whole State, I have but one solitary fact, incidentally included in a report of fines in a county, on which to base an estimate. The aggregate of fines in that county for five years was \$432.34 and the amount of forfeited recognizances for the same period, was \$206.00. Were the relative proportion between the two funds the same in all the counties, the forfeiture fund would be about one-half the amount of the five funds, which as it will be shown elsewhere, after all the loss and damage it sustains from various sources, averages \$125.91 per county.

By private correspondence through the agency of friends, I have obtained from the officers in charge of the five funds, the amount of fines collected in nine counties during five years, 1845-9 inclusive. The result of that investigation gives an average of \$125.91 to each county per annum. The counties were Vermillion, Tippecanoe, Ripley, Marion, Fountain, Washington, Putnam, Floyd, and Hendricks, one-tenth of all the counties in the State. Assuming that these are average counties, then the annual amount arising from this



source in the entire State would be \$11,331.90. It is well known that this fund suffers severely from successful appeals to Executive clemency. This evil has existed from our earliest history as a State, and is peculiar to no party or administration. The Executive should never be subjected to such a temptation, for where is the political aspirant, eager for office, who would be insensible to the motives associated with such appeals to Executive prerogative? *Its only effectual remedy is the abolition of that portion of Executive power.* Let the decision of the courts imposing the fines be *final* and *absolute*, and not only would the aggregate avails of fines be greatly increased but the ends of justice would also be more effectually subserved. These tribunals, with all the facts before them, certainly are, to say the least, as competent judges of such cases, as the Governor could possibly be with partial representations of the interested party, backed up as it would naturally be, with the suggestion that a refusal might be attended with loss and damage at the next election. If this action of courts were absolute and final, it would naturally lead to all necessary caution and prudence in the premises, so that less injury would result to the community than now follows from the liberal exercise of the one man power. There can be but little or no doubt, that the annual income of this fund would be doubled, if not trebled, by the abolition of the remitting prerogative.

#### COUNTY SEMINARIES.

The history of our county seminaries hitherto, with slight exceptions, has been such as to create the general impression that that feature of our present Constitution is a failure, little else than a downright mockery of the hopes it originally inspired. This feeling of disappointment has led many to undervalue this important department of educational ma-



chinery, and disposed them to alienate the funds appropriated to its encouragement and support. It would be a sad and fatal mistake to conclude from our unfortunate experience of *county seminaries*, that academies were unnecessary. The failure is not owing to the *assumed* fact, that such a grade of institutions is unnecessary, but because they have been committed to the wrong hands.

No fact in the history of education has been more clearly demonstrated and firmly established than this, *that all literary institutions of a higher grade than common schools are best conducted by private enterprise, and flourish better under the supervision of voluntary associations than under any oversight and care the State can exercise.* The reason is obvious. Why should not that reason control educational as well as banking and internal improvement enterprises? It is indeed to be hoped that beautiful theories, unsustained by experience, will have less influence with the Convention in the reconstruction of our educational system, than common sense realities, tried, tested and approved. Let our collegiate and academical institutions be committed to the control and management of those, whose interests in them prompts to embark their capital and devote their efforts to the establishment of such Institutions. While they should be committed to such hands, it is the duty of the State to foster and encourage them by all proper means of general oversight and patronage. We must have academies, but let them come into existence just when and where the friends of education think them necessary, and are willing to embark their capital, and no faster. Let the fostering care and patronage of the State be in such a form and manner as to aid them in proportion to the work they shall accomplish for the public. We can not adopt a wiser policy in reference to this class of our literary institutions than the New York system. It is simply this: she dis-



burses a certain sum annually, (it has been \$40,000 for several years,) to all her academies reporting to the Regents of the University, on the basis of their number of pupils pursuing those branches properly termed academical. This distribution varies with the increase or decline of the several academies. In this way she avoids the expenditure of a dollar in *structures* unwisely located, or imperfectly constructed. She encourages all that are engaged in this department without distinction of name, in proportion to the work done the commonwealth. This is wise, judicious and impartial patronage, worthy of a State. The adoption of this policy and its incorporation into our Constitution would meet the approbation of every intelligent pioneer of sound learning.

#### TAXATION FOR SCHOOLS.

Let our educational funds be divided into three classes, denominated the *Common School, Literature, and University Funds*. Let the former consist of the school section and surplus revenue funds consolidated, as already indicated, amounting to about \$2,000,000, to be increased in 1856 by the avails of the Bank fund, estimated to be at that time \$1,370,000. This is as large as the true interests and welfare of our common school demands. Experience has abundantly shown that the surest funds for this purpose *are the pockets of the people*, requiring no bonds and mortgages for security. With a productive fund of more than \$3,000,000, there will be no necessity for onerous taxes, and even a two mill tax on the property would be a great *relief* to two-thirds of the taxpayers of Indiana, securing to them longer and better schools than they now enjoy, at less expense than the sum they now actually pay for the instruction of their children.

That a two mill tax would be such a relief and be cheerfully paid by the great mass of the community, is manifest



from the fact that nine-tenths of those who do anything for the education of their children, actually pay much more under our present system than they would be required to pay on the proposed plan of a two mill tax. This is susceptible of demonstration. There is probably no school taught, which deserves the name, at which the tuition is less than \$1.50 per quarter for each pupil, and in most it is from two to three dollars per quarter. It can be proved that at least *two-thirds* of the tax-payers in the State would not be required to pay, on the plan suggested, more than *one dollar and a quarter* for educational purposes, and that thousands of these would not be taxed more than they would pay for a single admission to a *circus* or a *menagerie*. Those paying merely a poll tax would be assessed twenty-five cents. Those owning two hundred and fifty dollars worth of property above the amount exempt from taxation by law, would be taxed fifty cents; and those worth five hundred dollars, would pay one dollar property tax and twenty-five cents poll tax.

That such would not be burdensome, will be evident from the fact that investigations have been made proving that in the poorer counties more than *three-fourths* of the tax-payers are not assessed for more than five hundred dollars, and consequently would have to pay only from twenty-five cents to one dollar and a quarter to secure the instruction of all their children, from six to eight months annually. In proof of the above position, I will state the result of investigations made in *one-tenth part* of the counties of the State. The aggregate of property in them is largely above the general average by counties. In these nine counties there are 27,381 tax-payers, resident and non-resident. Of these 17,939 pay on property from five hundred dollars down to a simple poll, which is but a small fraction less than *two-thirds* of the whole number. Of these 27,381, 22,575 pay on \$1,000 and less,



which is more than *seven-ninths* of the whole. In the three poorest of these, there are 7,143 tax-payers, resident and non-resident. Of these, 5,517 pay on property from five hundred dollars to a simple poll, which is almost *four-fifths* of the whole number. Of these 7,143, 6,518 pay on \$1,000 and less, which is more than *nine-tenths* of the whole.

It is a fair inference from the above facts, that more than two-thirds of your constituents would not be required to pay more than from twenty-five cents to one dollar and a quarter for the noble enterprise of securing to every child in Indiana the blessing of a free school. Would it be a burdensome and oppressive tax? There are good and substantial reasons for believing that the proportion of resident tax-payers on \$500 and less, is fully *three-fourths*. It is well known that large tracts of land in our State are owned by *non-residents*. Probably few if any of these own less than a quarter section—many of them reckon their lands by sections. This fact would prove that the foreign holders of property would almost all belong to the class taxed for more than \$500, and consequently the proportion of *resident tax-payers* on \$500 and less would be even greater. This is evident in a simple statement of the case. Suppose that two-thirds of all the tax-payers pay on \$500 and less, and that *one-tenth* of those paying on a larger amount of property are *non-residents*, then it follows that the proportion of resident tax-payers paying on \$500 and less is thereby increased. This is corroborated by the statement of the clerk of one county, who says that “about or nearly half of the taxes of the county, except poll tax, is paid by non-residents.” To be sure, some of them may be citizens in other parts of the State, but the probability is that a large portion are citizens of other States.

It is a just, equitable, and fundamental principle of taxation, that property should pay for its protection and the en-



hancement of its value by legislation. What can be more evident than the establishment of an efficient system of free schools, would increase the value and security of property through the whole State? That the social welfare and happiness of your constituents would be favorably affected by the same means, suggests the justice and equity of a small poll tax. On any other principle than ad valorem taxation for the support of our schools, millions of property owned by non-residents, escape taxation for educational purposes. Why should a poor man toil for years to improve his forty or eighty acre lot, while every dollar's increased value of his land enhances the worth of the quarter or half section adjacent, owned perhaps by a man in Kentucky or Ohio or New York, and yet the owner of it do nothing to assist the hardy pioneer in educating the very youth by whose toil and labor his property is increased in value?

For *The Indiana Statesman*.

## EDUCATION.

### No. 3.

*Gentlemen of the Constitutional Convention:*

#### LITERATURE FUND FOR LIBRARIES.

The *present* county seminary funds, whether at interest, or in the shape of buildings, should be given to the several counties, in which they have accumulated, for a county common school fund, but the *future avails* of the Fine and Forfeiture funds, together with the Saline and Bank tax funds, should constitute the Literature fund, the avails of which should be constitutionally devoted to two objects, under the direction and supervision of the Regents of the University. These objects are the *establishment and increase of common*



*school libraries and the encouragement of academies.* These are important objects, bearing with direct and powerful influence on the prosperity of these *Primary Institutions*, where the great mass of our youth will receive their whole literary training.

The value of a well selected library in a district, can not be fully expressed. Its influence in awakening an interest in literary and scientific pursuits, cultivating the taste of our youth and furnishing them with materials for thought and reflection, as well as suitable employment for their leisure time, cannot fail to be of the most permanent and happy character. What scene could be more delightful to contemplate, than the children and youth in every school district in Indiana, acquiring a taste for reading and employing their leisure moments in perusing sterling and standard works of history, biography, travels, arts, science and literature? The establishment of such libraries in our school districts would constitute an era in our educational history never to be forgotten by the present generation. Its results would be contemplated by those, who should effect it, with unmingled satisfaction till the end of life, and would most unequivocally prove them to be the benefactors of the rising race.

This feature in our educational system is comparatively of recent origin, but it is one of great potency, awakening the most sanguine hopes for good. The improvements in the manufacture of books within the last twenty years have created a wonderful change in the character, variety and expense of works suitable for such libraries. They can now be procured at a cost truly surprising. The introduction of this feature into the New York and Massachusetts system, has led to the publication of several series suitable for such libraries, by the Harpers of New York, unequalled by any other house on the Western continent. The works need no



commendation of mine, for they are productions of the most gifted minds in their several departments. That you may have the opportunity of forming an independent judgment of their literary worth and mechanical execution, I have sent a copy of the second series from my own library, to the care of the State Librarian, for your inspection. When fifty such volumes can be procured for \$19.00, embracing such works as Sparks's American Biography, Dwight's Lives of the Signers of the Declaration of Independence, Plutarch's Lives, Tytler's History, Buel's Farmers' Instructor, Mosley's Illustration of Mechanics, Armstrong's Treatise on Agriculture, Chaptal's Agricultural Chemistry, and Humboldt's Travels, it would seem that the time for doubt or hesitation in this matter had indeed passed. Let the avails of this consolidated fund be appropriated for the first *five years* exclusively to the purchase of school libraries in sums of \$10 to every school district on condition that they will raise an equal sum for the same purpose. Such a pledge on the part of the recipients would be the best guaranty of wise appropriation and prudent care of such libraries. The annual avails of these funds would undoubtedly amount to at least \$40,000, which distributed, as already suggested, would place a library of the above description in 4,000 school districts the first year, with a similar addition for the four subsequent years.

Such an appropriation of the fine and forfeiture funds would awaken an interest in their prompt collection that would prevent losses now so frequently experienced from indifference and the exercise of Executive prerogative. Should the fund not be sufficient to furnish that sum annually to all the districts in the State, the difficulty could be easily remedied by diminishing the appropriation one-half after the second year to all which have received two grants, till the remaining districts have received two full appropriations. The



books should be purchased in accordance with the direction of the Regents, excluding all works of fiction, romance and religion, the former as *worthless*, and the latter as unnecessary, since all such books could better be furnished from Sabbath school, parochial and private libraries, and thereby remove all occasion for sectarian suspicion and denominational bickerings.

At the expiration of five years, the appropriation might be modified at the discretion of the Regents, distributing one-half to the academies on the basis above described, and the other to common schools for libraries and apparatus. The annual reports of the Regents would enable the public to judge of the wisdom of such a distribution, and through their representatives to indicate to the Board such changes as might seem desirable. Under such an arrangement both our common schools and academies could not fail to receive an impetus that would be seen and felt long after its authors had passed from the stage of life.

#### PROVISION FOR COMPETENT TEACHERS.

It would only betray our want of wisdom to direct all our efforts to the provision of adequate funds for the support of common schools, with no corresponding arrangements to secure the necessary preparation of competent teachers. We might as reasonably expect that the ends of justice would be reached by the establishment of justices' courts as to suppose that common schools will accomplish all the purposes of popular education without any higher grade of institutions. Higher courts are a necessary part of a complete judiciary system, and higher institutions of learning are equally an indispensable part of a perfect system of education. Let us give symmetry and completeness to every department of this noble enterprise, and thereby secure ade-



quate provision for all necessities. We can never make our common schools what they ought to be without the employment of competent teachers. We can never promise an adequate supply of such instructors, without providing the appropriate means for their education.

A few may come from other States, but the largest portion must be our own educated sons and daughters. It would only bespeak our folly and ignorance to neglect to make suitable provision for a thorough training of those who will mould and direct the youthful mind. So deep and thorough is the conviction of the absolute necessity of such provision, that New York and Massachusetts have established Normal Schools, or Teachers' Seminaries, at public expense. The former has appropriated \$40,000 annually for several years for the sole and exclusive purpose of training teachers. The State not only furnishes gratuitous instruction, but pays the pupil the necessary traveling expenses to and from the institution. The wisdom of establishing and sustaining such a school may be seen by the perusal of the reports of Executive Committees on Normal Schools, for 1846, '7, and '8; Nos. 32, 31, and 18, Senate Documents of the New York Legislature. No intelligent man could spend a day in that school and witness the manner in which the instruction is imparted, mind awakened and intellect taxed, without feeling that the funds devoted to its support were wisely appropriated.

Massachusetts has established three Normal schools of similar character. She also appropriates a certain sum to encourage Teachers' Institutes in various parts of the State. The design of these is to collect the teachers of a county or smaller section, for a period of two or three weeks, to attend a series of lectures upon the most interesting and important duties of teachers, the theory and practice of imparting instruction in the various branches taught in common schools,



and the proper mode of government. These lectures are delivered by experienced men, and the teachers assembled at these Institutes interchange views, suggest improvements, and inspire each other with new zeal and interest in their noble employment. Wherever they have been held, a new impulse has been given to teachers, and they have returned to their several fields of labor prepared to elevate and improve their respective schools. The agency of Normal schools in furnishing men competent to the duty of conducting such Institutes and delivering such lectures, is too obvious to require anything more than a mere allusion.

Experience has shown that the substantial and permanent elevation and improvement of our common schools, can be effected only by elevating the character of the teacher by mental and moral culture. Normal schools are as essential to the progress and prosperity of our primary schools, as the Military Academy at West Point is to the regular army in furnishing it with scientific and accomplished officers. If the General Government is wise in sustaining this institution, then the State Government will be still more wise and provident in fostering such efficient auxiliaries in the cause of popular education. What is the best method for us to adopt to secure as speedily and economically as possible this important object, is a question that claims your prompt and serious consideration. Our present circumstances seem to suggest such a modification as will most effectually secure prompt and efficient action. There is an obvious propriety in grafting this feature upon existing institutions rather than the erection of new ones, if it can be shown to be feasible. This policy would be both *economical* and *just*. Economical, because it would enable the State to accomplish more with its present limited means than she could on any other plan. Just, because it would be co-operating with those associations of



our fellow-citizens who have embarked their funds in the cause of higher departments of education. The State could not desire better *partners*, nor more efficient coadjutors in this enterprise than those whose patriotism and devotion to the cause of universal education, have prompted them to furnish the means to establish colleges. Men do not vest funds in such enterprises as they do in railroads and banks. They expect from the latter pecuniary dividends, but from the former they receive no other return than the consciousness of doing good and blessing the community.

That our county seminaries can not be converted into Normal schools and rendered successful, the experiment of older States has abundantly proved. They may afford important aid and accomplish much good, but they will fail as substitutes for Normal schools just as the Academies in New York disappointed the expectations of those who supposed they would afford the thorough training necessary to make teachers what they ought to be. The reasons are too obvious to be overlooked. *First*. They are to a great extent too limited in means, too unstable in character to justify the hope of permanency. *Secondly*. They are not furnished with sufficient corps of teachers, apparatus and libraries. *Thirdly*. They can not furnish equal incentives to awaken that degree of literary enthusiasm which higher institutions afford, and which is so essential in the successful development and cultivation of the mental faculties.

There is nothing in the history of efforts elsewhere, to discourage the hope that the Normal feature might be successfully incorporated with our colleges and made an efficient department in these institutions. Let a professorship be established in each of our five colleges, and filled with able and experienced men, who shall devote themselves to the sole and exclusive business of a thorough preparation of



teachers. Young men resorting to these institutions would enjoy not only the instruction of able and permanent teachers, but they would be associated with companions pursuing a more extended course of study and intellectual discipline, attend the same lectures in the various departments of literature, witness the same experiments in science, breathe the same literary atmosphere and participate in the same forensic exercises. These advantages would be of no inconsiderable importance and value to every young man permitted to enjoy them. It is obvious that results would be realized and an elevation of the standard of qualifications of our common teachers would be secured in this way *sooner* and at less expense than by any other means within our reach.

It is not contemplated that all our common school teachers shall be trained in these Normal departments of our colleges. But we must *begin* the work of superior preparation without delay, and demonstrate, as rapidly as possible, the economy of having teachers for our common schools of superior qualifications.

For *The Statesman*.

## EDUCATION.

No. 4.

*Gentlemen of the Constitutional Convention:*

UNIVERSITY OF INDIANA.

In the revision of our educational system, it is important that every part should be made to perform its appropriate functions as completely and effectually as possible. The good of the State requires it and the voice of every citizen demands it. The present seems an appropriate time to give a right direction to the highest department of our system as well as to revise our common schools. Both colleges and common



schools flourish better when their mutual relation is thoroughly understood and the harmony of their action is secured by wise and provident constitutional provision.

Our university funds having been given by Congress for a specific purpose, could not, in good faith, be alienated or diverted to any other object than the one contemplated in the grant. The only question in respect to them, that can now be entertained, is how they can be made to subserve the original purpose, in the most effectual manner. The long settled conviction that the plan about to be suggested, will most effectually accomplish this and harmonize with the views of every unprejudiced friend of collegiate education, must be my apology for presenting it for the consideration of this Convention. It is made from no sinister motives, for I came into our State before any literary degrees were conferred and have watched the rise and progress of our colleges with great and increasing interest. I rejoice in their prosperity and desire to see them rise to higher elevation in everything that characterizes such institutions in older States. I wish them to be untrammelled by any State control, and their friends free to make them rich sources of intellectual and moral culture for all who may resort to them.

As the plan contemplates no *perversion* of funds, no *alienation* of State control of the grant and involves no *constitutional* objection and impairs no *vested* right, it is conceived that no valid reason exists in the way of its adoption. It aims at nothing but the highest good of the greatest number of those, whose interests can be affected by the influence and action of disciplined, intellectual and cultivated hearts. It secures the realization of all that could have been contemplated by the general government, while it combines in happy union State resources and individual enterprise and capital. It also ensures that degree of supervision on the part



of the State, which it ought ever to exercise over its highest literary institutions and extends to them all, in an appropriate and impartial manner, the kind and amount of pecuniary patronage, which such enterprises may justly claim at the hands of the commonwealth, without impairing, in the slightest degree, their freedom of action.

Let there be created a body corporate to be styled "The Regents of the University of Indiana," who shall be charged with the distribution of the *avails* of the Literature and University funds in accordance with legislative enactment, and with such oversight of the colleges and academies of the State as will best promote the object of their establishment. It should consist of not less than twelve members, so constituted that not more than two should belong to any one religious sect or denomination. They should be individuals of sufficient literary and scientific attainments to conduct a thorough examination in the various studies composing the several courses adopted by our colleges. It shall be their duty to visit annually by a committee of their body, all the colleges composing the University, attend the final examination of the collegiate year in each Institution, receive the reports of the several Boards of Trustees, and embody the results of their oversight and action in an annual report to the legislature.

The *University* should consist of such colleges as will adopt a course of study satisfactory to the Regents, furnish an annual report of their receipts and expenditures, the number of their faculty and students, actual amount of study accomplished by each class, the course of study required for admission and graduation, the number of volumes in the college and societies' libraries, the value of their apparatus and cabinets, permit a committee of the Regents to attend and assist in conducting the annual examination, and create a professorship, styled, "Professorship of Normal Teaching."



Each college shall furnish evidence satisfactory to the Regents, that they are in possession of at least \$20,000 worth of property, as a pecuniary pledge, on the part of its friends, that they have embarked *bona fide* in the cause of collegiate education. It shall be the duty of the Professor of Normal teaching to devote his entire energies to the instruction of those students, who contemplate engaging, either temporarily or permanently, in the business of teaching the common schools, to deliver a course of lectures annually on theory and practice of school teaching, and render such assistance in conducting Teacher's Institutes, as may be required by the Regents, and by all proper means, contribute to enlighten the public mind and quicken its appreciation of the value and importance of thoroughly trained instructors. Each of the colleges composing the University shall admit one student from each county, who will pledge himself to teach in Indiana as many quarters as he has received gratuitous instruction. To secure the fulfillment of that pledge he shall be required to give his note for the full amount of the tuition, to be cancelled by the presentation of a certificate from the several district trustees, who have employed him, to the full extent of his obligations. Further details and provisions on this point are unnecessary. In consideration of this obligation on the part of the associate colleges, the Regents will divide the annual income of the University fund among the colleges equally. The refunded tuition shall be added to the annual distribution. The Regents shall receive for their services only a suitable per diem compensation and traveling expenses to be paid from the said fund.

The amount of the University fund, per the Auditor's last report for 1849, is \$62,002.05. Could the real estate, building, etc., of the State University at Bloomington, be sold to some associations of our fellow-citizens embarking in the



business of collegiate education, for a sum sufficient to increase the fund to \$75,000, the annual funds at the command of the Regents for the new enterprise would be \$4,500. This distributed in the manner proposed would secure the instruction of *two hundred and twenty-five* sons of Indiana as accomplished school teachers, every two years, provided the required course occupied that time, at an annual tuition of \$20 for each.

The purchasers of the Bloomington property would become one of the association. This, with the law colleges in the State established by associated enterprise would probably be the only institutions for many years, which would meet the requisitions of the University.

This plan contemplates the exclusion of no future institutions of the requisite character, which the wants of our State may require and the enterprise of any body of our citizens may establish. The arms of the University would be ever open to receive and its heart to welcome every worthy associate in the noble work of collegiate education.

Such a union of affiliated institutions would be a glorious realization of the true idea of a University. It would leave the several corporations at perfect liberty to control and manage their affairs at pleasure. There would not be any constraint of the individual colleges composing the University, nor exclusion of others that might be subsequently established; while by the operation of this plan, the entire income of the funds would be converted into *productive capital*, for it would all be expended in the tuition of worthy young men pledged to teach in Indiana, as many quarters as they have received gratuitous instruction, or refund the amount of their tuition. Such an arrangement would be a happy union of public funds and private capital in the noblest of all enterprises. The public spirit and energy that



have hitherto sustained the four colleges now in operation will doubtless secure their ultimate success, but would it not be good policy for the State to secure such *efficient partners* in her efforts to promote collegiate education? This plan involves no *perversion of funds* from their high purpose, but secures that object more effectually than the present organization, which makes no provision whatever of the kind contemplated above. Why, it may well be asked, should Indiana educate young men for doctors and lawyers and preachers, with no pledge on their part either to remain within her limits, or do anything in return for their education? It impairs no *vested rights*, for the present corporation is the mere creature of the State, created for the sole purpose of managing the enterprise, just as the Trustees or Commissioners of any other fund are charged with the custody and distribution of its proceeds. It alienates no *State control* over the college grant, for every dollar of the fund will be just as much under the control and in the power of the State, as it is on the present plan. No *private property* is involved in the change, for none has ever been united with the State funds in the establishment of the college so as to be a constitutional objection. The whole matter resolves itself into the simple question of the best mode of doing what the State is bound both by *honor* and *interest* to do in the wisest and most efficient manner. The plan encounters no real obstacles, when duly considered, and the prospect of effecting a greater amount of good is certainly as fair, to say the least, as our past arrangement. What has the State to show for at least the \$60,000 she has actually paid during the last eighteen years? How many teachers of common schools, how many principals of county seminaries, has the State college furnished? I do not ask the question in a spirit of complaint, for I presume the *four or*



*five sets* of professors, who have been connected with the institution, have not been idle, but to show that the plan proposed promises to do what has never been accomplished by the existing arrangement.

I trust the importance of the subject and the magnitude of the interests involved in the establishment of a liberal and enlightened system of Education, will be deemed a sufficient apology for the liberty I have taken in addressing this Constitutional Convention. A favorable consideration of these suggestions, is desired no farther than they recommend themselves to your candid and unprejudiced mind, as wise, judicious and fitted to secure the objects contemplated. Should they be of any service in assisting your inquiries, bring you to a happy result in this department of labors, my object will have been accomplished.

ONE OF THE PEOPLE.

Nov. 25, 1850.



SIXTH  
ANNUAL ADDRESS

on

POPULAR EDUCATION

To the Legislature of Indiana.

BY ONE OF THE PEOPLE.

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ADDRESS.

THE EDUCATIONAL OUTLOOK.

*Gentlemen of the Senate and House of Representatives:*

The remodeling of our system of popular education, and adjusting it to the requisitions of the new Constitution in accordance with the spirit and demands of the age, will constitute one of your most important and responsible duties. Our worthy Chief Magistrate has called your attention to this topic, and expressed a readiness to co-operate most cordially with you, in maturing its details as the wants of our youth and the exigencies of the times demand. The prominence given to the subject of common schools in his annual message, and the merited tribute paid to the worth of that distinguished educator, the late Dr. Wylie, so long the able and efficient head of the State University, evince an interest in the intellectual elevation of the masses, and a sympathy



with those engaged in the educational cause, worthy of the occupant of a gubernatorial chair, and which will be duly appreciated both by you and his fellow-citizens in general. In no part of your legislative labors will the sympathies of your constituents be more thoroughly awakened, and a deeper interest felt, than in a wise and harmonious adjustment of the several parts of the system, imparting life and vigor to each in its appropriate sphere, and securing energy and success in the discharge of their several functions. To mature and perfect such a system, simple, yet efficient, will require more wisdom, demand a larger experience and more liberal views, and be followed by a richer reward to yourselves, and happier results to all classes of your fellow-citizens, than any other of your enactments.

It is a matter of profound rejoicing to every friend of education, that the history of the last twenty-five years furnishes abundant and delightful evidence of the existence of a wide-spread, heartfelt and increasing interest on the part of a large number of our most patriotic and best educated citizens of all classes and professions, in the universal education of the masses. The existence of this interest is exhibited in many States, in the strong and repeated Executive recommendations of the importance of improving our common schools, in all the essential elements of their character, fostering our higher institutions and bringing them into a more lively sympathy with, and a more intimate and efficient relation to, our primary schools. It is also seen in the provision made in many of the older States, to secure wise and efficient legislation, by committing the interests of education to an appropriate department. It is still more obvious in the superior qualifications of teachers, improved character of the school houses, furniture and apparatus,—in the provision of libraries, a wider circle of studies—more thorough instruc-



tion, better text-books—a wiser classification of schools and division of professional labor, the establishment of normal schools, and last, though not least, more systematic and efficient supervision.

What intelligent friend of education can contemplate these evidences of progress, and not feel encouraged? There is, indeed, much to cheer and augur the approach of a better day. Its dawn is already visible. The contrast between the schools and educational legislation of the present day, in some of the States, to what they were a quarter of a century ago, is both striking, hopeful, and indicative of future progress.

It is under such circumstances, highly auspicious indeed, that you are assembled to legislate for the rising generation of Indiana. You are not compelled to rely solely on your own knowledge and draw from your own experience and observation alone. You can lay others under contribution, and interrogate the more experienced, who have reduced theory to practice, speculation to sober reality, and reached their present position by a series of experiments, successful and unsuccessful, the benefits of which we may enjoy without the labor and cost of time or money to which they have been subjected. With such facilities for perfecting our system, you will readily perceive the expectations that will justly be entertained by your constituents, that you will elaborate and establish a system of popular education truly *Eclectic* in character, simple and efficient in its operation, and worthy of its authors and the age.

Your action on this subject will be invested with an influence and importance of a peculiar character, because it will be regarded as the exponent of the views entertained of the educational provisions of the Constitution and will give tone to subsequent legislation. If this action bespeaks enlarged and liberal views on the part of the first Legislature



convened after the adoption of the new Constitution, it can not fail to influence and modify subsequent enactments, and give a right direction to the new enterprise, inspiring its friends with both hope and confidence. But should it prove the reverse of this, and be characterized by a timidity and a regard to the prejudices and cupidity of the ignorant and selfish, rather than a wise regard to the necessities of our children, and the glory of the commonwealth, it will be disastrous indeed, both to your own ultimate reputation and the best interests of your constituency.

#### ILLITERACY INCREASING IN INDIANA.

It can not have escaped your notice that the new Constitution contemplates and requires such enactments as will secure, without unnecessary delay, the establishment of *Free Schools*. The constitutional appropriation of funds to educational purposes, shows most conclusively that the framers contemplated nothing else than prompt, wise, and efficient action. It can not reasonably be supposed, from the amount of means permanently secured to this object, together with the avails of such a tax as would impart life and vigor to the system, that any other legislative action would either satisfy the requisitions of the Constitution, or the expectations of the people. Our legislation on the subject of education, hitherto, has not been of that liberal and far-seeing character which even the old Constitution authorized; and some of the legitimate fruits of lack of wisdom and independence in the matter are now seen in the recent census. It has been our misfortune that too many of those who have occupied our legislative halls, have attached more importance to the development of our physical resources, and the construction of commercial channels, than to the cultivation of the minds and hearts of our children and youth. The result, as exhibited



in the case of some of the counties below zero in 1840, by the census of 1850, compared with a similar statistical view derived from the census of 1840, will show the kind of progress we have made intellectually during the last ten years. In 1840, we were at the lowest point of literary depression as a State, among the *free* members of this confederacy; but our educational zero has sunk about two degrees, and the number of counties below that decimal point, has increased more than fifty per cent. during this period. Would this have been the result, had we directed our attention and means to the establishment of a wise and efficient system of *free schools*? Had we taxed ourselves as freely for their support, and adopted as generous a policy for their improvement as they deserve, should we now have had the humiliating fact staring us in the face, that the number of our adult population unable to read and write has increased from 38,100 to 75,017 within the last ten years.

It will probably surprise some of the members of the legislature to learn that the number of their constituents over twenty years of age unable to read and write, has increased *more than a hundred* per cent. during the last decade, while the aggregate increase of their constituency has not reached fifty per cent. The census of 1840 on the subject of adult ignorance was undoubtedly very imperfect. Astounding as were its disclosures, we are compelled to admit, that even then we were in a worse condition than the census of that year represented. It seems that the inaccuracies were in our favor, and that it did not reveal the actual state of adult ignorance, but cast a partial veil over our literary poverty. Five counties in 1840 were not reported on this point, in 1850 these same counties contained an aggregate of 3,509 adults unable to read and write. Of these Morgan had 1,362 and Posey 1,469. Monroe was reported in 1840 as containing *nine* persons unable to



read and write, while the census of 1850 states the number of that class to be 1,000! It surely can not be very gratifying to find, on comparing the statistics of adult ignorance, of the census of 1840 and 1850, that most of the counties below zero in 1840, have sunk still lower. A few instances will be sufficient to show my meaning and corroborate my statement. Ripley in 1840 contained 208 unable to read and write, in 1850 the number had increased to 2,075, with an aggregate population at these periods as follows, in 1840, 10,392 and in 1850, 14,822. Putnam had in 1840, 1,021 and by the census of 1850 the number had increased to 2,134. Fountain with 874 in 1840, finds herself reported in 1850 as containing 1,457 adults unable to read and write. Hendricks with 924 in 1840, has increased to 1,333. Greene's retrocession in the scale is indicated by the figures 740 in 1840 and 1513 in 1850. Daviess had in 1840, 667; in 1850 the number had swelled to 1,173. Owen with 793 in 1840 had 1,126 in 1850. Scott with 470 in 1840 had increased her rank and file to 900, with a general increase of less than forty per cent. Her literary retrocession has been almost one hundred per cent. Martin in 1840 could muster only 620 adults, unable to read and write, which was only three-tenths less than one-half of that class of her population, in 1850 could parade a regiment of 1,131 strong, which shows that she has receded even from her former forlorn position.

Are not such facts significant of the need of the school-master to be abroad in the commonwealth? Do not these figures look like ignorance perpetuating itself? Is not such a state of things enough to make every legislator of Indiana blush to find that only a fraction more than *four-fifths* of the adults of the commonwealth can read the word of God or write their names? Her literary zero, or general average of adult ignorance in 1840, was *one-seventh*, which placed her



sixteenth in the scale of the then twenty-six states, but 1850 witnessed a deplorable retrocession to the rank of *twenty third*, lower than all the slave States in that list but *three*. As an old inhabitant of the *eighth* State in this Union in point of population, I am ashamed of the picture and blush to think it true, or rather only an approximation to the reality, for it is very evident that there are thousands so near the confines of twilight that it would hardly be true to say that they had ever seen the sun of science. Most gladly would I draw the veil over its frightful features, but the truth should be known and the remedy, speedy and efficient, should be devised and receive the sanction of a law before you return to a constituency, whose educational necessities draw so largely on our sympathies, as patriots, philanthropists and christians.

#### FUNDAMENTALS OF A SCHOOL SYSTEM.

With such an appalling array of facts as the above statistics reveal, we may well inquire what must be done, what are our means to accomplish the work and how can these means be applied to the best advantage and the fairest hopes of success? The appropriate and common sense reply to these questions, is, devise a system of popular education that will meet our present wants and future necessities most effectually and afford the speediest relief. Let such a one be matured and adopted this session and the people will hail it with joy and cheerfully furnish the means to sustain it. It must embrace these three fundamental elements, *freedom, competence, and supervision*. Without these characteristics, it will carry the death mark on its very forehead. Without these its infancy will be weakness, its maturity, imbecility, and its end, contempt. There is no apology for not embodying these elements in our system and it is to be hoped



that no consideration of misplaced economy, nor undue deference to ignorance or selfishness, will be permitted to mar our educational system. Other States have wrought out the problem by dint of various experiments and reached the goal by a route of protracted and painful progress, which, it would be no virtue in us to imitate. We can avail ourselves of their experience and share the benefit of their contests with ignorance, prejudice, selfishness and time serving pusillanimity without loss of time or money.

The first element of our system of common schools should be *freedom*. They should be accessible to all the youth of our State of suitable age without the intervention of the odious rate bill, or any other let or hindrance. The spirit of our republican institutions requires that these nurseries of true, genuine democracy, should be open to all alike, without regard to any of these factitious distinctions, which wealth and sectarian bigotry create. The ameliorating power of well taught and well governed schools, has been seen and felt in various parts of the land. They contribute more than any other one agency, to mould and assimilate the various discordant materials to be incorporated into the body politic and render them homogeneous in character and sympathy. How often have we all seen in those nurseries of knowledge, aristocratic pride humbled, plebeian roughness refined, rustic conceit corrected, haughty insolence rebuked and repressed, gentle modesty emboldened, unobtrusive worth encouraged, and many of the asperities of character give place to lovelier traits, all contributing to swell the aggregate of human happiness, domestic peace and civil freedom. Their worth and influence on the welfare of society can not be expressed in language, nor represented by any numerical formula. Competent to such results, susceptible of such elevation and subservient to such interests,



they ought to be taxed to their utmost capacity, and rendered *free* as the air we breathe, or the sunlight that greets unasked, alike the cottage of the poor and the mansion of the rich.

#### PERMANENT FUND SUPPLEMENTED BY TAXES.

The means to make them what they may and ought to be, must be sought from two sources, permanent funds and taxes; a happy combination of these in due proportions is a problem yet to be solved by the new States. The prevalence of erroneous views of this matter has done much to retard the establishment of a wise and efficient system. There exists a strong disposition to rely on public funds, and neglect the other element of success. The former have been designated in the constitution, and as liberal provision of that class of means as could be desired, has been secured by that organic law; while the latter must depend on the wisdom and forecast of your honorable body, and those who may succeed you. It would be disastrous indeed, if such views should be entertained of the value of permanent funds as should lead to a practical dependence on them as the main source of support of our common schools. There is no principle more firmly established or more abundantly illustrated, and confirmed by actual experience in the history of common schools in our country, that school funds so ample as to supersede to a great extent, or altogether, the necessity of taxes, are an absolute *curse* rather than a blessing. However startling or paradoxical the assertion may at first appear, it is yet nevertheless true:—wofully true indeed have those States found it who have been so unfortunate as to possess the means to make the experiment. This unexpected result is reached by the operation of the same principle that reduces the rich man's son to poverty. Mammoth *permanent* funds are to schools what a Girard fortune



is to children, and for the very same reason. "I have changed my views altogether in relation to the desirableness of permanent funds for schools," was a remark made by the lamented Howard during the last conversation with that sagacious statesman and excellent man, which the writer was ever permitted to enjoy. The lessons of history on this point had not escaped his keen, penetrating glance; and happy will it be for the youth of Indiana if the legislative fathers of the State shall so far regard his views as not to lose sight of the necessity of relying on taxes as the *main pecuniary support* of our common school system. The comparative interest taken in their common schools, the vigor and energy with which they are managed and the prosperity attained by them in the two adjacent States, Connecticut and Massachusetts, corroborate and confirm the soundness of the views advanced.

From the exhibit of the educational funds of the State, as set forth in the Governor's message, productive, unproductive and prospective, it seems that this source will be sufficiently ample to answer all reasonable expectations, and justify the adoption of a liberal policy at the outset of the enterprise.

The productive funds are as follows:

School section fund .....	\$1,514,853.45
Surplus revenue fund .....	552,529.92
Bank tax fund .....	56,969.04
Saline fund .....	61,270.05

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\$2,185,622.46

The unproductive and prospective are as follows:

Common school fund in the State

Treasury from Bank profits, exclusive of interest .....\$ 706,784.62

Sinking fund on mortgage Nov. 4,

1851 ..... 421,872.28



Estimated value of school lands un- sold .....	250,000.00
Estimated value of 1,225,000 acres of swamp lands.....	1,000,000.00
Estimated value of county seminary buildings and funds .....	100,000.00
	<hr/>
	\$2,478,656.90

From the above expose it appears that our present productive funds are only \$2,185,622.46, which, at six per cent interest, would produce \$131,137.34 annually. It will be several years before any considerable portion of the prospective and unproductive funds will be available for practical uses; therefore other provision must be made to meet the necessary expenses of giving the system an efficient and permanent impulse at its very introduction into being. The ways and means to meet this exigency must now be considered and fearlessly discussed. This point must be met frankly, boldly and honestly. Let the consciousness of the transcendent importance of the enterprise impart courage to the fearful, and inspire every one with the unflinching purpose to act up to his convictions of what is right, wise and necessary, irrespective of personal consequences. An honest conviction and a corresponding action, will always command the people's confidence and respect. What the public welfare demands, the people will cheerfully furnish. With a confidence inspired by a firm conviction of the soundness of our position, we will proceed to indicate the amount needed, and the way to raise it. We will simply state here, that not less than *half a million* will be the least sum to be named, reserving the demonstration of the problem to another part of the address. A two mill tax on the property of the State, which is estimated at \$210,973,643.00 would yield \$421,947.28. A twenty-five cent poll tax on 123,143



polls would produce \$38,285.75 being an aggregate of \$460,-233.03, which, added to the income of the school fund, would stand thus :

A two mill tax .....	\$421,947.28
Income of school fund .....	131,137.34
A twenty-five cent poll tax .....	38,285.75

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Sum total for annual expenditure....\$591,370.37

If the number of youth between five and twenty years of age in 1850, bear the same relation to the whole number of inhabitants that it did in 1840, then we have 405,620 children between those ages, whose education must be provided for by legislation. The people by repeated votes, have expressed their wish for *free schools*, and by the adoption of the new constitution, have reiterated their desire in the most unequivocal manner. They know that these schools can not be sustained without funds, and have virtually pledged themselves to furnish the requisite means. Let us count the cost and ascertain what will be necessary ; for we do not wish either our children to fail of enjoying the blessings of well sustained *free schools*, nor to subject ourselves to the mortification of having begun to build, and were not able to finish. No wise man begins to build a railroad, or construct a canal, or erect a manufactory of any kind, without a previous careful survey and minute estimate of the cost. The same prudence and forecast become us as a people. Let us first ascertain what a *good and efficient system of free schools will cost*. Anything short of this would be like the wisdom of the man who raised his dam just high enough to get water sufficient to move the bare machinery, with no power to manufacture either lumber, flour or cloth. Let us ascertain the requisite height of the dam, before we erect the buildings or put in the machinery. What an efficient and economical system costs elsewhere,



will be substantially the expense here. Let us ascertain the experience of others in similar circumstances, so that we may commence an experiment under the most favorable auspices.

*Maine* levied a tax last year of fifty-two cents for each of her inhabitants, for the support of Free Schools, over and above the income of all her educational funds. It was not a capitation tax, but an ad valorem assessment, equivalent in amount to the aggregate of such a levy. *New Hampshire* according to her Educational Report for 1851, now before me, raised last year, for school purposes, \$179,065.46; of this sum, only \$19,273.25 arose from funds, leaving \$159,792.21 to be raised by taxes, which would be equivalent to a little more than *fifty cents* for each of her 317,999 inhabitants. *Massachusetts*, according to her Educational Report for 1851, now on my table, raised last year, for common school purposes, by taxes, \$864,667.85, which would be equivalent to *eighty-eight cents* for each of her 992,889 inhabitants. The income of her available school funds, last year, was \$27,683.92, which, added to the school tax, swells the amount appropriated to primary education to \$892,321.77. *New York*, according to her Superintendent's Report for 1851, appropriated \$1,766,668.24 for school purposes; of this sum, \$1,441,927.91 came directly from the people's pockets, being almost equal to *forty-seven cents* for each of her 3,098,242 inhabitants. The income of her school funds for last year was \$324,740.33.

With this data before you, it will be obvious that nothing short of a tax of two mills on a dollar, will produce the aggregate amount for school purposes, which the experience of other States has demonstrated to be necessary. This amount would be only about *forty-two cents and a half* for each of our 990,258 inhabitants. Does this seem a large sum? Its



equivalent is cheerfully paid elsewhere for this purpose, and even more, for Michigan, as stated to me by her Superintendent in 1848, paid almost three mills on a dollar in school taxes. Let us first ascertain whether such a tax would not actually prove a diminution, rather than an increase of our burdens. From an utter destitution of reliable statistics on school expenditures we are not able to show what is paid for school purposes in Indiana. Therefore, with but meager elements for calculation, we will not claim for our result the authority of a demonstration, but will content ourselves with merely directing your attention to a few facts, with a rational deduction from them, as the only light we can shed on this point at present.

The census reports 225,318 children as attending school during the year 1850. Suppose that the average tuition of each of them was \$2.00 per quarter, (there is a strong presumption that it would be even higher than this sum;) suppose farther that the whole attended only one quarter, and that only one-half attended an additional quarter, the result would be for the first quarter \$450,636, for the second \$225,318,—amounting in all to \$675,954.

The census presents us another fact, which may be used as a lens to collect a few scattered rays of light on this topic. It reports the existence of 5,899 schools. The number of scholars reported as attending schools, divided by this number of schools, gives an average of *thirty-eight* pupils. Whether this average does not reasonably confirm the suspicion that the census report falls short of the truth on this point, you can judge. But I introduce the number of schools for another purpose. Before proceeding to that, it may be proper to remark that the legitimate construction of this report would not indicate the number of schools taught in a given district, but the districts in which a school had



been taught for any period during the year. It is well known that in our towns and many of the rural districts, schools are taught from six to nine months in a year. The census informs us that 5,899 districts have had a school taught in them. Suppose that the average aggregate of money paid in these districts, for school purposes, for the whole year to be *one hundred dollars*. Then we shall find that \$589,900 have been expended in these districts, being \$36,816 more than the aggregate of the above tax and the income of our funds. From these facts and deductions, we feel satisfied that it will be generally admitted that we actually pay for school purposes as large a sum, to say nothing more, as the proposed tax would produce. Then, the conclusion is reached, that the above assessment does not exceed but rather falls short of the amount actually paid for school purposes on the old system.

There is another consideration which needs only to be understood to be appreciated, and which demonstrates the wisdom and equity of the free school system. It is this: the new Constitution requires the *property* of the State to educate the youth of the commonwealth. The operation of this fundamental principle transfers the burdens, hitherto resting on the shoulders of parents, to the possessors of wealth. It is important that it should not be lessened in amount by the change, since 180,302 more children will be entitled to admission to the free schools than were reported as attending on the old system.

Having demonstrated the necessity for raising that amount, and shown the strong probability that it is even less than has been paid by parents, we will now prove that a two mill tax will relieve at least *two-thirds* of the tax-payers of Indiana from heavy pecuniary burdens in the education of their children, the benefits of which education others will



share equally with themselves. Does the parent monopolize all the advantages resulting from the proper education of his children? If not, why then should he be required to bear the whole expense? Does not the poor man have his full share in the loss of the time and services of his children during the period of their education? Does he make no sacrifice in furnishing them with food, clothing, and books, and foregoing the benefits of their labor in the meanwhile? Where is the soul so miserly and mean as to grind the faces of the poor, oppress the widow and deprive the fatherless of the richest boon earth can furnish, by refusing the necessary means to place the orphan and the sons and daughters of indigence and toil beside the children of the most highly favored? Let him blush that such a thought should have ever gained admission to his heart, or found expression from the lips of a descendant of those who achieved the independence of our beloved land.

Does any one doubt for a moment that a two mill tax will not be cheerfully paid by the great mass of our citizens? Let him know that *two-thirds* of them will not have to pay, on such a tax, more than from *one cent* to *one dollar*, and that the assessment of *three-fourths* of them would range from one dime to two dollars for the establishment of free schools throughout the length and breadth of our State, opening the portals of knowledge to thousands, who would otherwise be debarred admission to that temple at whose shrine all should bow and be blessed.

There are, according to the Auditor's report of 1851, 153,143 polls in our State. A tax of twenty-five cents on each would yield \$38,285.75, which might be wisely and advantageously appropriated to the purchase of township libraries, one of the most efficient auxiliaries of free schools, the worth and plan of which will be set forth in another



part of this address. Where is the man, either old or young, who exercises the rights and enjoys the privileges of a free-man, unwilling to contribute a *quarter of a dollar* annually to place a valuable library within the reach of every youth of the commonwealth? He surely cannot be found among those whom oppression has driven from other lands, and whose labor grades our railroads and digs our canals. I trust such a libel on patriotism can not be found within the limits of our commonwealth.

There is a very significant sentence in the Governor's recent message, which indirectly confirms the position assumed on this point in my third educational address to your predecessors in 1848. He remarks: "The increased tax on personal property returned chargeable to less than four thousand persons in the various counties of the State, is equal to the whole ordinary expenses of the State government for the last year." This proves that the burden of a two mill tax on property would be light on the great mass of the people, and that its principal weight would rest on a few wealthy, able to bear it. We remarked in that address:

"It can be proved that at least *two-thirds* of the tax-payers of the State would not be required to pay on the plan suggested, more than one dollar and a quarter for educational purposes, and that thousands of these would not be taxed more than they would pay for a single admission to a *circus* or a *menagerie*. Those paying merely a poll tax, would be assessed twenty-five cents. Those owning two hundred and fifty dollars' worth of property, above the amounts exempt from taxation by law would be taxed fifty cents; and those worth five hundred dollars, would pay one dollar property tax and twenty-five cents poll tax.

"That such would not be burdensome, will be evident from the fact that investigations have been made proving



that in the poorer counties, more than *three-fourths* of the tax-payers are not assessed for more than five hundred dollars, and consequently would have to pay only from twenty-five cents to one dollar and a quarter to secure the instruction of all their children, from six to eight months annually. In proof of the above positions, I will state the result of investigations made in *one-tenth part* of the counties in the State. The aggregate of property in them is largely above the general average by counties as will be seen in the schedule to be appended. In these nine counties there are 27,381 tax-payers resident and non-resident. Of these 17,939 pay on property from five hundred dollars down to a simple poll, which is but a small fraction less than *two-thirds* of the whole number. Of these 27,381, 12,575 pay on \$1,000 and less which is more than *seven-ninths* of the whole. In the three poorest of these, there are 7,143 tax-payers resident and non-resident. Of these, 5,517 pay on property from five hundred dollars to a simple poll, which is almost *four-fifths* of the whole number. Of these 7,143, 6,518 pay on \$1,000 and less, which is more than *nine-tenths* of the whole.

"It is a fair inference from the above facts that more than two-thirds of your constituents would not be required to pay more than twenty-five cents to one dollar and a quarter for the noble enterprise of securing to every child in Indiana the blessing of a free school. Would it be a burdensome and oppressive tax? There are good and substantial reasons for believing that the proportion of resident tax-payers on \$400 and less, is fully *three-fourths*. It is well known that large tracts of land in our State are owned by *non-residents*. Probably few if any of these own less than a quarter section; many of them reckon their lands by sections. This fact would prove that the foreign holders of property would almost all belong to the class taxed for more than



\$500, and consequently the proportion of *resident tax-payers* on \$500 and less would be even greater. This is evident in a simple statement of the case. Suppose that two-thirds of all the tax-payers pay on \$500 and less, and that *one-tenth* of those paying on a larger amount of property are *non-residents*, then it follows that the proportion of resident tax-payers on \$500 and less, is thereby increased. This is corroborated by the statement of the clerk of one county, who says that 'about or nearly half of the taxes of the county except poll tax, is paid by non-residents.' To be sure, some of these may be citizens in other parts of the State, but the probability is that a large portion are citizens of other States.

"It is a just, equitable, and fundamental principle of taxation, that property should pay for its protection and the enhancement of its value by legislation. What can be more evident than that the establishment of an efficient system of free schools would increase the value and security of property throughout the whole State? That the social welfare and happiness of your constituents, would be favorably affected by the same means, suggests the justness and equity of a small poll tax. On any other principle than *ad valorem* taxation for the support of our schools, millions of property owned by non-residents escape taxation for educational purposes. Why should a poor man toil for years to improve his forty or eighty acre lot, while every dollar's increased value of his land, enhances the worth of the quarter or half section adjacent, owned perhaps by a man in Kentucky or Ohio or New York, and yet the owner of it do nothing to assist the hardy pioneer in educating the very youth by whose toil and labor his property is increased in value?"

Having suggested the amount of funds and the mode of raising them, we will now proceed to the inquiry, how can these funds be appropriated in the wisest and most efficient



manner. The proper organization of our educational system requires patient research, and an extensive acquaintance with the operation of similar systems in other States. They have had larger experience, and therefore, it will be wise for us not to disregard the lessons of wisdom to be gathered from their varied experiments. The machinery of the system should be simple in character, and effective in its operation. Let there be no unnecessary multiplication of officers, but a concentration of duties and responsibilities, which will do more to render it successful than almost anything else. Let these be clearly defined and the manner of performing so plain and simple, that there can be no reasonable doubt of what is expected of all. No one can look into the New York system without seeing that their mode of raising funds hitherto, has an unnecessary complexity, which is entirely avoided by the mode adopted in some other States. Her system, in many respects, embodies more important elements than any other one. She has the honor of having introduced the county superintendency, the district school library, and teachers' institutes, all of which are justly regarded as real and substantial improvements, and vital elements of the system. Massachusetts has broached the idea of abolishing school districts, and committing her schools to the sole control of the townships. Some of her townships are undistricted; and Mr. Mann says in his tenth report, revised edition, page 36, that as a general fact, the schools in the undistricted towns are greatly superior to those in districted towns, and for obvious reasons. He also says: "I consider the law of 1798, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of common schools, ever enacted in the State." Of the wisdom of this remark, his worthy successor, Dr. Sears, observes, in his report for 1850, page 28, "The just-



ness of the above observation is illustrated every day by the evils which are forcing themselves upon the public attention from every quarter." Graded or Union schools is another important feature introduced into the best systems; and Normal schools bid fair to complete the climax of the improvement, and usher in the golden age of common schools.

Shall we revise our system irrespective of all these advances in educational progress, or shall we incorporate them into our revised code and thus start on an equality with our older sisters? These may appear to many, serious innovations on the old order of things. So were carding machines, spinning jennies, and power looms on the former processes of manufacture, steamboats were death to keel boats, and locomotives are surely some advance on horse power and mud wagons. When the wisdom of all these modern improvements in our educational systems, has been demonstrated and their feasibility and advantages have been subjected to the scrutiny of experiment, why should we question their utility any more than we should doubt the capacity of steam power to move locomotives or steamships? The points indicated above are no crude notions, originating in the brain of some dreaming enthusiast, but the sober deduction of reason tested by real experiment. They are no galvanized coin, whose value disappears at the touch of the balance, or chemical test and whose baseness comes out on subjection to the crucible.

They have passed unharmed and undiminished through the furnace of ignorance, prejudice and bigotry, and now challenge a rank among the substantial elements of progress.

Though the limits of this address forbid the idea of a thorough and critical exhibition of the real intrinsic value of these features of an educational system, yet it may not prove an altogether useless effort to attempt a brief description of



their merits, together with a reference to a more full and satisfactory discussion of them by those authorized to speak. They have all been introduced as the progress of improvement demonstrated their necessity and experience tested their utility. Without them an educational system would be like some antiquated keel boat, wending its way up the beautiful Ohio in competition with a noble steamer. The keel boat has seen its day and fulfilled its mission, but let us not stupidly cling to the old craft, though it brought us to this fair land. So "loud" schools, ignorant teachers, and Dillworth's spelling book have had their day, but who wishes to delay their departure to the silent shades of oblivion? If it can be shown in the course of remark that any or all of these points are fundamental and essential to the efficiency and success of common schools, then the duty of incorporating them into our system, as far as practicable, becomes clear and imperative.

Having provided ample funds to make them free to every child in the commonwealth, let us proceed fearlessly to the work of perfecting the system by the incorporation of all those features and appliances which have rendered primary schools so effective and successful elsewhere. If these improvements are discarded and our code receive its type and character from the systems and customs in vogue twenty-five years since, abundant funds would prove a corresponding curse, our literary advancement would be impeded, our social, civil and industrial improvement would be retarded, and the moral and intellectual elevation of the masses so indefinitely postponed, that the friends of popular education would feel constrained to abandon all effort, repress their sympathies and banish all hope of speedy amelioration of society in a community whose literary zero had declined two degrees during the last decade. We hope better things, though we



thus deprecate the deplorable results of an antiquated policy and illiberal views.

#### TOWNSHIP SCHOOL COMMITTEES.

It would be worse than in vain to provide funds and make no provision for procuring competent men to superintend and carry out the views embodied in the system. As the master, so is the school, is an adage understood by every one, and it awakens in many a mind sad and unpleasant associations. How many are thereby reminded of the weeks and months spent under the tuition of vicious or incompetent teachers! What loss of time and attainment was experienced in consequence of those imperfect instructions and misdirected efforts? How many have thus been beggared in knowledge, corrupted in morals and turned into the paths of vice by such ignorant pretenders, who under wiser instructions and more virtuous influence would have proved a blessing to friends and society? How many such wrecks lie strewn along the voyage of life? Who is responsible for such disastrous results? Ignorant employers and still more ignorant employes. The sad experience of many of the risen generation is full of admonition in reference to the education of the rising race. If we have suffered by others' neglect, or incompetence, let our successors have the full benefit of our sad experience and observation in shielding them from similar disasters. Let our new organization provide ample security against the employment of incompetent teachers by placing the authority to hire instructors in the hands of men capable of judging of character and attainments, and able also to resist any and every temptation to sacrifice the welfare of the school on the altar of mammon. Let the sole care and responsibility of employing the teachers, visiting the schools and provid-



ing the necessary accommodations, rest on the school committee of the township. In this way men better qualified for the duties of the office, would be chosen and the number of officers greatly reduced. The charge of all the schools in the township would invest the office with an importance, the district trusteeship does not and never will possess. The weight of such responsibilities could not fail to stimulate to a faithful, prompt and impartial discharge of their duties. Such a committee would be free from many of the temptations of a personal character, to which district committees are exposed. Living in a different part of the township, we might reasonably suppose that the motives impelling them to fidelity, would be neither few, nor impotent. In a school house to be erected at the expense of the township, (for why should a feeble district be required to meet the whole expense of such a building, and the more wealthy be relieved from all contribution?) both public spirit and economy would dictate that it be neat, commodious, well situated and so arranged as to accommodate the greatest number concerned. Could not such a committee as wisely and efficiently manage the educational interests of the township, as the present municipal trustees do the civil and pecuniary affairs of the corporation? A township school committee of three would take the place of the host of district trustees, thus disencumber the system of one of the most inefficient, perplexing and superfluous portions of its present machinery. This concentrated responsibility would impart a vigor and activity to the whole organization, it will never possess in its present form.

This is not mere theory, idle speculation, but sober and happy experience. See Mann's tenth report, revised edition, pages 36 and 47. Happy will it be, if our youth, through your wisdom, shall have the benefit of it. Under the super-



vision and control of such a committee, our schools would be furnished with better teachers, uniform school books, more comfortable houses and keep pace with the progress of the age. Five years of such supervision would effect a revolution beyond the most sanguine expectations.

#### DISTRICT SUPERINTENDENTS.

To impart vigor to the township committee and maintain an unflagging activity in this primary department, it is obvious that there should be a higher grade of superintendence, demanding a larger portion of time, superior qualifications, more extensive cultivation and experience, and charged with more responsible duties. In adjusting this part of the system, I would suggest the wisdom of adopting the Judicial District division, for the present as the most natural and convenient fields for the District Superintendent's labors. There is no one of the improvements introduced into our educational systems within the last ten years, that bids fairer to accomplish more for our common schools, than this department. It is not necessarily by counties, but it should include no more territory and population than one man could properly superintend with promptness and efficiency. The principle involved is deemed sound and correct in other matters. What industrial, monetary, or commercial enterprise has ever flourished without such supervision? What imparts energy, gives vitality and ensures success in all such corporate efforts? It is the ever present and watchful care of an intelligent head and his necessary coadjutors. So our school system must contain provision for a supervision on the one hand, more minute, extensive and effective than any general superintendent, however energetic, zealous and wise he might be, would possibly exercise, and on the other more intelligent and in livelier sym-



pathy with the teachers than could be reasonably expected of the less experienced township committees. It would not be derogatory to their character for competency for their appropriate sphere, to say that they could not do what must be done to give symmetry and efficiency to the system. The necessity of such supervision experience has placed beyond the shadow of a doubt. It is no longer debatable, but demonstrated. Several of the States have adopted it, arriving at the conviction of its necessity by different and independent processes of experience. New Hampshire by a four years' experiment of a General Superintendent, came to the conclusion that county superintendency was an advance on general supervision, and therefore abolished the office of general superintendent and appointed county superintendents and constituted them a Board of Education, whose first report furnishes conclusive evidence of more efficient action than the former organization ever accomplished. Ohio tried a four years' experiment and on the resignation of her faithful and exhausted superintendent neglected to fill his place. After several years' light and experience and repeated recommendation of her secretary, acting as superintendent, she authorized her counties to elect county superintendents, if they chose. Maine and Vermont have county superintendents. New York gave an impulse to her schools by the appointment of county superintendents in 1841, which is both seen and felt to this day, though in a fit of penny-wise and pound foolish economy, she abolished the office in 1847, to the deep regret of all intelligent friends of education and against the protest of her general superintendent, virtually repeated since, in the form of earnest recommendation to re-incorporate this essential feature of a wise system. Massachusetts authorized her Board of Education to appoint Educational Agents to visit towns in different parts



of the State. Six were employed for a limited period and then two of them re-appointed for an additional term. The character of their labors, the manner of their reception by the township committees, and the light in which their services were regarded by the people, teachers and the board, are glowingly set forth by Dr. Sears in his last report, pages 47-53. This experiment will doubtless add the Bay State to the catalogue of States with county superintendents.

Let a good man, true to his trust, intelligent, kind and cordially devoted to the cause of education, be chosen in each judicial district, charged with the following duties, and it will not require a prophet's ken to predict a radical change and wonderful improvement in five years in our common schools from the lowest depths of the "Pocket" to our extreme northeastern boundary and the lake shore. Let these county superintendents go forth in lively sympathy with both teachers and taught, to the discharge of the following duties: *First.* To examine and license teachers, visit every school, ascertain the mode of instruction, the text books used, the progress of the pupils and the character of the school. *Secondly.* To receive the township trustees' school reports, collect educational statistics in his district, and embody the result of his labors, observation and experience during the year to the general superintendent. *Thirdly.* To select and recommend school books, counsel teachers, encourage pupils and address parents upon their duties to the school and urge them to a faithful performance of them. *Fourthly.* To conduct teachers' institutes, determining the time and place of their assembly, and employing such assistance as may be deemed advisable, awaken an interest in these associations by calling the attention of teachers and others to them and encourage suitable persons for teachers to seek preparation for that high and



important vocation. From this enumeration of their duties, it will be obvious that their qualifications must be such as will recommend them to the respect and confidence of the friends of education in their respective districts and fit them to be wise, intelligent and efficient counsellors of the township school committees.

#### STATE SUPERINTENDENT.

With such a corps of assistants as we have indicated above, the General Superintendent might hope to accomplish something, feeling that the system was deserving an energetic supervision, and that a body furnished with appropriate limbs for locomotion and the supply of its wants, might be worthy of a devoted and efficient head; for without such coadjutors he must feel that little could be expected of even a wise *head* on a *limbless* trunk. The Constitution has created that office and it must be filled. But no one competent to fill it with honor to himself or credit to the State, would accept the offer of it without an assurance of efficient, zealous and competent coadjutors. Without such assistants he would labor comparatively in vain, and spend his strength for naught, though he possessed the wisdom of a Solomon and the strength of a Hercules. To require that officer, by his unaided energies, to revolutionize the State, to awaken an interest where none is felt, kindle zeal where none exists, to rouse the lethargy and dissipate the prejudices of ignorance, to give life and energy to a system destitute of the organs of vitality, would be more preposterous, idle and absurd than the Egyptian demand of brick without straw. To meet the reasonable expectations that will be entertained of the results of his labors, will require the undivided time, energy and attainments of a man of the highest order of mental and moral culture, even with all the



aid we propose to give him. Let us not prove worse than Egyptian taskmasters, but let us give him substantial evidence of our sympathy with him in his thankless toil and unappreciated labor, by placing around him a body of subordinates of kindred zeal and energy. Then we may justly look for important results. If there be a heart, there must be arteries and veins to carry the vital fluid to the utmost extremities, and make its pulsations seen and felt at all prominent parts of the surface.

If the general superintendency is not wisely and efficiently sustained by suitable subordinate supervision, it will fall into contempt by its imbecility, jeopardize the whole system and its birth will prove but the prelude of its death. Without such co-operation, his official life would be little else than a protracted mental crucifixion. The drafts that will be made on his time and physical and intellectual energies in adjusting the details of the system introducing harmony and efficiency into all its operations, and bringing it all within the scope of his vision, will be such as to demand a longer time than the Constitution has assigned to his official life; and it is to be feared that the brevity of the term of office will be an obstacle in the way of our obtaining a competent man. Should he be selected with no reference to political faith, and party considerations be waived in the choice of that functionary, he might regard that courtesy paid the office as an implied pledge that his official life shall be prolonged sufficiently to justify the relinquishment of any present employment, and the sacrifice of personal ease and comfort for the sake of doing good. Any other course would seem almost as incongruous and as repugnant to the feelings of a man of generous sympathies, as the selection of a parish minister, or the appointment of a presiding elder on the ground of his political fealty. I trust that the result will show



that the ties which unite and the zeal that fires the hearts of the true friends of universal education, far transcend, in strength and ardor, all minor considerations of political or denominational character.

From the operation of a system possessing the elements above indicated, we may reasonably hope ultimately to realize our fondest expectations. It is obvious to every one that such an organization would present points of union around which the friends of education might cluster, on which they might concentrate their efforts and influence with the confident hope of convincing the most skeptical of the wisdom of the plan and the success of the enterprise. The want of such a rallying-point, is one of the most painful and discouraging facts that meets the friends of the cause when they contemplate the work to be done, and the scattered condition of their associates. Give them such a standpoint, furnish such facilities for enlistment of volunteers for a vigorous campaign against the strongholds of ignorance, and they will readily pledge themselves to produce in five years a revolution in public sentiment on education that shall place our beloved State, at the next census, far in advance of her present position.

Should the opposers of the measure say, that in many townships suitable persons could not be found to compose the school committee, it might be replied, with great pertinence and emphasis, if *three* men of suitable qualifications could not be found in a given township, what must be the character for competence of the ten times that number of *district trustees* in the same township, under the former arrangement, charged with some of the same responsibilities? Such an objection resolves itself into a potent argument in favor of the proposed organization.

What would be better calculated to assist such township



trustees in the discharge of their duties, fire their zeal, expand their views, enlarge their attainments, and increase their competency for their high responsibilities, than the supervision of an intelligent, ardent, and judicious advocate of common schools in the person of the District Superintendent? Would not his visits, labors, counsels, lectures and intercourse with the committees, do much to meet and supply any deficiencies? Would not the District Superintendents also in turn derive important advantages from the counsels, decisions and documents emanating from an intelligent head of the department? The proposed organization challenges examination, and invites investigation from a consciousness of its ability to meet intelligent and rational scrutiny, and demonstrates its superiority over the existing system. Its friends do not claim for it absolute perfection; yet they will urge its claims for adoption and trial, till a wiser plan can be devised, pledging their hearty co-operation whenever a better one can be substituted.

We are fully aware of the difficulties to be encountered by any system, however wise and efficient, on its introduction; and the necessity of prudence and caution on the part of its friends, not unnecessarily to arouse the prejudices of the ignorant, and provoke the opposition of enemies. So with reference to the plan thus partially sketched; we know that it will not be viewed by all with the same degree of favor, but we hope by a candid presentation of its merits to win a fair trial of its capacity for good, even from the most bigoted and prejudiced, for simple justice would require them to try this till another, sustained by sounder reasons, and a more imposing array of facts, can be substituted in its stead.

The most formidable obstacle to be encountered in the outset, will be the paucity of suitable teachers. We may



have the gold of California in our treasury and the most intelligent corps of superintendents, both principal and subordinate, that the country could furnish, yet the system be powerless. As the magnificent steamer, with all the beauty, symmetry and finish of a perfect model, with all the power of a gigantic engine and the most abundant supply of fuel, would lie motionless at the dock, for want of the necessary hands to navigate her. She has accomplished officers and herculean powers, but with none to tax these powers, and execute those orders, her imbecility becomes the more impressive and obvious. So our educational system will encounter more real difficulty from this source, than from any other one. Apprised of this, we should direct our inquiries to the question of the best and most efficient mode of supply. It is very evident that while measures should be devised for a speedy and ultimate provision of such, yet we cannot wait till that is effected, but we must provide means to improve the qualifications of those already engaged in the employment. Many of these having never enjoyed the necessary opportunities for suitable training, might be essentially improved in their zeal and attainments by the lectures and drilling of a

#### TEACHER'S INSTITUTE.

This feature of the educational enterprise is of recent origin. It is an expedient of a very promising character, not to remove but to alleviate the difficulty alluded to in the remarks already made. It is nothing else than an assembly of common school teachers convened for the purpose of a brief review of the branches usually taught in our common schools, under the direction of competent instructors. The principles of these studies are discussed and presented in the clearest and most simple manner by one master of the



subject. The best mode of teaching is developed and explained; the happiest method of illustrating the various topics comprised in the circle of the teacher's labors and the most useful way of governing a school are pointed out. The instruction given, the suggestions made, the acquaintance formed, the interest awakened, and the valuable knowledge actually imparted at these convocations, have produced the happiest results in other States. They have led teachers to take a more exalted view of the dignity and importance of their own calling, inspired new zeal, prompted renewed efforts, rendered them more successful instructors, intelligent associates and useful members of society. The flagging zeal, depressed spirits and languid efforts of many a secluded teacher, have been wonderfully quickened at these convocations, by the lectures of able instructors, mutual interchange of views and experience; the formation of new and the renewal of old acquaintances; and the thorough, protracted drills that characterize these associations. The length of the sessions varies from one to two weeks, seldom exceeding the latter or falling short of the former period. Their value may be inferred from the fact, that they have extorted an acknowledgment of their importance as an educational agency from some of the most skeptical, and vindicated that claim by several years' successful experiment. They were first held in Ithaca, New York, in 1843, and may justly be regarded as one of the direct results of the introduction of the county superintendency into their educational system. Since that time they have been held in Maine, New Hampshire, Massachusetts, New York, Rhode Island, Connecticut, Ohio, Michigan, and within the last year in the northern part of our own State with the happiest results. In Maine during the first three years of their introduction, 4,467 individuals attended the sessions.



In Massachusetts, during the last year, according to Dr. Sears' last report, 1,750 persons participated in the twelve Institutes held under the direction of the Secretary of the Board of Education, who remarks that these teachers subsequently had charge of not less than 50,000 pupils.

#### NORMAL SCHOOLS.

Teachers' Institutes are indeed very valuable auxiliaries in the educational enterprise, but they can never, from their very nature, be properly regarded in any other light than subsidiary, while our primary and most reliable dependence must be sought and found in normal schools. As the teacher's vocation rises in the public estimation to the rank and dignity of a profession, the inquiry is naturally awakened, should there not be institutions for the sole and exclusive purpose of furnishing the appropriate instruction? The necessity and propriety of such provision are so obvious that it must be admitted as a fundamental principle in every educational system. The wisdom and economy of this system admit of no question. It is in vain to expect to elevate our schools without a previous corresponding elevation of those who teach. The teacher must entertain proper views of the connection of his profession with the best interests of the Commonwealth, the relation it sustains to the cultivation of the rising generation, and the improvement of the masses, to inspire him with that strong, impulsive and generous enthusiasm which will sustain him under the peculiar trials and discouragements incidental to his calling. If any man requires a well-balanced mind, a cultivated intellect, sound judgment, a quick perception, clear discrimination, lively sympathies and perfect self-control to a proper discharge of his duties, it is the individual under whose guidance the mental powers and moral sensibilities of our chil-



dren are to be developed, cultivated and prepared for the trials and responsibilities of life. The task is too delicate, the interests at stake too important, and the material too precious to be committed to one destitute of those intellectual attainments and refined sensibilities, the sole and appropriate fruits of mental and moral training. Would we commit a costly block of marble to an unskillful sculptor? Would we place at the head of a railroad enterprise an ignorant and slothful superintendent? Would we entrust the keys of a bank or the nation's treasury to an inexperienced accountant? Would we place in the hands of inexperienced workmen, valuable materials of any kind to be wrought into articles of ornament or utility? The common sense of every one would furnish a most emphatic negative. Are the minds and hearts of the rising generation materials less valuable in their character, less permanent in their nature, and less important in their relations, than that shapeless mass of stone, or train of cars, or package of bank bills, or those substances of a still grosser nature?

These considerations are sufficient to bring every candid man to the fixed and settled conviction of the wisdom and necessity of normal schools. Their sole and exclusive object is to educate teachers of common schools in all their grades, to train them to teach, govern and inspire the youthful minds under their charge with a generous enthusiasm in the acquisition of knowledge. The course of studies pursued and the time employed in mastering it, are such as to afford every necessary guarantee that they will realize all reasonable expectations. They can of course train only such as resort to them. Would we induce individuals of the finest minds and noblest aspirations to enter the profession of teaching, we must place the employment on an equality with law or medicine in point of dignity and emolument.



How can this be done more effectually than to establish such institutions and induce our youth to avail themselves of their privileges, by assuring them of a rank and compensation second to no other? Such a policy, carried out in good faith, and with appropriate energy and instrumentalities, cannot fail to realize our fondest hopes, and prove one of the richest blessings ever conferred by legislation.

There are *seven* of these institutions in successful operation in the United States, and the result of even a brief experience, is a deep and settled conviction in those States where they have been located, of their necessity as an indispensable element of a wise and efficient system. Their history would furnish you with many valuable suggestions in this department of your inquiries. Their origin, progress, and present condition are ably set forth in an octavo volume of 659 pages, recently published by Henry Barnard, Esq., Superintendent of public instruction in Connecticut. Two of the seven, one in Massachusetts, and the one in Pennsylvania, are designed exclusively for the education of female teachers; the other five in Massachusetts, New York, Connecticut and Michigan, are open to both male and female pupils.

The conviction of their importance as an educational agent, awakens the inquiry, how can we secure the establishment of these institutions in the speediest, most efficient and economical manner?

It is to be hoped that the day is not far distant, when the funds of the State University will be taxed to establish a department at the seat of government, where our legislators may have the opportunity to witness the happy results of the successful operation of such an institution. Let her follow the example of one of her junior sisters, and assist in demonstrating even to the most prejudiced, that colleges



are indeed the true and most efficient friends of popular education. Let there be three or four such normal departments in the colleges of Indiana, and our common schools would receive an impulse of a permanent and happy character. It is a plain and obvious part of their legitimate mission, and the sooner their guardians place them in the line of duty, the better for the interests of all concerned. It is unnecessary to enlarge on this point, further than to observe that an incidental result of the adoption of this course, one of wide and happy influence, would be that it would be calculated to bring our colleges into a more intimate relation with common schools, and awaken in the minds of many of their students and professors a livelier sympathy with these elementary departments of the American system by association with those preparing to enter this interesting field of intellectual labor. It will always occur in our own State, as well as elsewhere, that many young men preparing for other professions, will temporarily engage as teachers. Such would be materially benefited by attending the lectures and instruction in the normal department, and the public would experience the advantages of such incidental knowledge. The public mind may not be sufficiently aroused on this point, nor be fully prepared to appreciate the true value of such institutions. But we may reasonably hope that the efficient action of other parts of the system, would soon awaken public attention to them, and lead many to seek connection with them, and by their superior qualification as teachers, demonstrate the superiority of normal schools over all others in the preparation of professional educators.



## GRADED SCHOOLS.

It is a maxim of fundamental and admitted importance in all scientific and industrial pursuits, that division of labor is true economy. Its wisdom is evinced in the perfection attained in the various arts, and its economy is strikingly illustrated in all departments of manufacture, from the simplest to the most complicated and costly. Graded schools are nothing more than an application of this principle to the business of teaching to a greater extent and wider ramification than had previously obtained. Their success illustrates the practicability of its application to this department of intellectual toil and effort. It bids fair to accomplish as great a revolution in primary education, as it ever did in any mechanical or manufacturing process.

In contemplating the results already reached, it seems rather a matter of surprise, that a system of Union schools had not been earlier introduced, since it proves to be a system capable, with slight modification, of a wide and extended application. Union, or graded schools, for the terms are synonymous, are simply the schools of a given township, village or city, classified and arranged according to the attainments of the pupils. The scholars commencing the first rudiments of learning, compose one class, called primary. Those engaged in studies of a more advanced character, constitute another class, termed secondary. The third consists of those whose progress enables them to engage in the study of the highest branches taught in common schools, designated Grammar schools. In large villages and cities, there is a fourth grade or class, known as high schools, corresponding in essential elements of character with the best class of academies and female seminaries. This organization is under the control and supervision of the township educational board. Having made this class-



ification of pupils, the board then divides these classes into divisions of suitable size, and commits each to the charge of a competent instructor. The subdivisions will depend on circumstances for their character. When the school rooms are in different parts of the town, or city, the classes will consist of boys and girls; when in some central building, the boys will be placed under the care of one teacher, and the girls confided to the charge of another. The basis of subdivision will depend on the views entertained by the board, of the wisdom or folly of the separation of the sexes, in the process of education. A similar classification of the second and third grades of pupils will be made, and their instruction committed to teachers of established character. By this organization it will be seen at a glance, that those of similar attainments are associated together, and the instructor will have the advantage of concentrating his energies and skill on minds of like development, and engaged in similar studies. In this way the classes will consist of a larger number of pupils, while the number of classes will be much smaller than under any other arrangement. The teacher's time and energies can be much more economically and efficiently employed on this plan than on any other. His instructions will be more thorough, and he will be impelled to fidelity by an array of motives of no ordinary power. Pupils, under this system, will make much more rapid progress, be stimulated to diligence by much stronger motives: for their admission to a department of a higher grade, will depend entirely on their conduct and attainment, and not on any factitious cause whatever.

It is obvious to every one, that many of the obstacles to the improvement of scholars in common schools, would, on this system, cease to exist. Pupils of every grade would have all the attention of the teacher that would be necessary.



All occasion for complaint that the younger scholars were neglected, by the instructor giving an undue portion of time to more advanced pupils, would be entirely avoided; nor would there be any cause for the older scholars to say that they were curtailed in time for recitation by the teacher's time being engrossed by the juvenile members of the school. These sources, so annoying to the teachers, and so often the ground of complaint and dissatisfaction on the part of the pupils and parents, would be numbered among the things that were and are not.

By such an organization of schools, all can see that not only many existing evils would be avoided, but that advantages of a very obvious and important character would be secured. A much better and more extended education would be obtained by our sons and daughters in the period usually allotted to such purpose. Much more would be accomplished in a given time by both teacher and taught; be better done and with far more satisfaction to all concerned. Relieved of the drudgery incident to the old order of things, the business of teaching would assume a very different aspect. There would be higher grades for the teacher to aspire to, as well as the pupil. Motives impelling to diligence, activity, and fidelity, would be constantly accumulating. Each successive grade reached by the teacher would be accompanied by increased compensation, higher consideration, a wider professional renown, and a fairer prospect of attaining a position of commanding influence and corresponding income.

Another important result would be accomplished by this arrangement, unattainable, in a great measure under the old regime—complete and perfect discipline. The government of pupils, under this system, will be easier, and far more effective. Obedience, prompt, and complete, can be secured to a far greater extent, for the offender knows that trans-



gression will be visited with speedy retribution, and dismissal from school will involve difficulties in the way of restoration to the forfeited station of no ordinary character. The teacher is sustained in the proper exercise of authority by the school board. Indeed, he becomes the executor of their laws, for he has rules for the regulation of his study, as well as the pupil. He is relieved from the temptation that besets the path of the instructor of private schools, to conceal the child's misconduct from the knowledge of the parent—to wink at disorder, and tolerate evils, which, promptly redressed by the teacher of a private school, would vacate one-half of his benches in a week. The establishment of efficient union schools in our county towns and villages would soon correct some of the evils that characterize the lads of such places. Such schools would become both preventative and reformatory, by supplying the deficiencies in parental training and discipline. Many a boy might be saved from destruction, by the instruction, guardianship, and restraint of such a system of schools.

Another important result would follow their establishment and efficient action—the absorption and annihilation of private and sectarian schools. This is an evil much to be deplored and demanding speedy remedy. The private school must flourish, if it does prosper, at the expense of the public school. Both cannot succeed side by side. None can enjoy the privileges of the former without great expense in comparison with the cost of the latter. The patronage bestowed on the former subtracts so much from the prosperity of the latter. If the rich sustain the private school, the less favored will despise the common school. Sectarian zeal in this department of education is entirely misplaced. It may have its appropriate sphere, but it is downright intrusion when it crosses the threshold of the public school.



I have my own religious views and ecclesiastical preferences, but I should regard it as a sad dereliction of Christian duty to withdraw my influence and countenance from those public institutions, which, properly conducted, would prove blessings of untold worth to the rising generation, for the mere purpose of educating my children with the elite of rank or morals. Let every pious man and good citizen give his countenance, patronage and influence to the enterprise of elevating common schools to the highest point of improvement, and then they will be good enough for *every one* and prove rich blessings to *all*.

There are many other incidental advantages connected with this system, which must be dismissed with a bare allusion. A deeper interest is awakened in the minds of the great mass of citizens in the success and prosperity of the schools. Teachers on this plan are associated laborers, sympathize with each other more cordially, avail themselves more directly and promptly of each other's experience in teaching, government, and the various duties of the school room, by a weekly or semi-monthly meeting, at which there is free exchange of views and experience. They also have the benefit of wise counselors in the persons of the Educational Board, and the higher class of teachers. This system secures a better selection of school books and uniformity in them. This is a desideratum of no slight importance, both to the pupil's advancement and the parent's pocket. How much time, patience, progress, and cash, are sacrificed to ignorance and cupidity in the single item of school books? By such an organization, every town of two or three thousand inhabitants, could enjoy the advantages of a high school equal to the best class of academies, in which many an individual could become qualified to teach in any of the grades, from the primary to the grammar school, inclusive. How



much would be saved by those wishing to give their children an education more extended than is embraced in the first three grades, and retain them under the parental roof and care? How many a worthy youth would thus be rescued from obscurity, and trained to usefulness and distinction? In point of infelicity, next to a want of uniformity of school books, is the frequent change of instructors—the latter often being a preliminary step to the former—an evil in the old system beyond the power of remedy, but under the graded system susceptible of correction. The union plan is not only more efficient, but is more economical, securing uniformity of text books, permanency of teachers, a longer period of instruction, a more extended course of study, a better discipline, and a more finished education, at a less expense of both time and cash.

I regret that I cannot refer you to the practical operation and happy results of the system, at our own capital, similar to what may be seen at Columbus, Cleveland, Cincinnati, Dayton, and some forty large towns in Ohio. The reports of the union schools in these and other places could not fail to produce a happy impression on your minds of the simplicity, efficiency and value of the system. The modified form which they must necessarily assume in small towns and rural districts is not without its advantages in all the essential elements of the plan. In the small towns and villages, the younger pupils could be placed under the charge of one or two female instructors, and the remainder could enjoy the instruction of a male teacher of higher qualifications. In the rural districts, a township might establish a school of higher grade at some central point, for the more advanced pupils, while the others, receiving more elementary instruction could be taught at the usual localities. The primary schools could be taught to better advantage by females than male teachers. In



this way the expenses would be materially diminished, while the character of the schools might be essentially improved. Among the concomitants of the system will also be found larger, more commodious and better furnished school rooms, as well as better libraries and apparatus. Such are its appropriate results elsewhere, and may we not expect its fruits would be as rich, varied and abundant in our own commonwealth as in any other state? Let there be a general law authorizing any township, village, town or city to adopt the system, with such modifications as circumstances require, placing it under the township school trustees; or, in case of cities or first-class towns, under an Educational Board of not more than six members. Incorporate this feature into our system, and it will do more to give character to the business of teaching, remedy some existing evils, which will not cease to embarrass our efforts on the old system, secure a wise and economical expenditure of funds, the employment of only competent instructors, and greatly increasing the value of the time now spent by our youth in obtaining their education, enabling them to accomplish a *third* more in a given time, and thereby furnishing them the opportunity either greatly to enlarge their literary attainments, or enter, at an early period, some industrial pursuit. Who can estimate the good resulting to a single generation from the successful operation of such a system? A school generation will average about *sixteen* years; for few accomplish anything before six years of age, and few continue their connection with school after *eighteen*. If, by the adoption of an improved system of education, *three* or *four* years could be saved either for other employments, or for a more extended education, then it is surely worthy of the consideration of the parent, the legislator, and the political economist. The facts sustaining the foregoing remarks will be found happily presented in a "Report on the American System of Graded Schools," by H. H. Barney; page 72—1851.



## SCHOOL LIBRARIES.

It will require no protracted argument, no long array of facts to demonstrate the value of a well selected, circulating library as an educational instrumentality. The benefits of it are too obvious to admit a moment's question. It may well be doubted, whether an equal sum expended in any other way, could accomplish so much for all the substantial purposes of an education, intellectual and moral, as would be effected by the purchase of a good library of four or five hundred volumes. The whole six series of the Messrs. Harpers' school library, embracing 295 volumes, can be purchased in New York for less than \$100. A more rich, varied, judicious, interesting, instructive and valuable series of books for school libraries, cannot be found in our language. That you may have the opportunity to judge for yourselves of the value of the works composing the entire series, I will place some 208 volumes of them from my own library, temporarily in charge of the State Librarian, for your inspection. You will perceive on examination that they embrace a large portion of the standard histories, general and particular, the choicest biographies, the most valuable collections of voyages and travels, many works on agriculture, industrial arts, natural history, natural, mental and moral philosophy, with due selections from poetry and classic literature. It is no mercenary motive that prompts their recommendation, but a conviction of their intrinsic value and literary worth, and a strong desire to see our youth form a taste for such reading, and spend a portion of their leisure in perusing such books. Who could estimate the value of a library of 500 volumes selected from these and kindred series, circulating in every township in this commonwealth? Who could tell how many a strong, vigorous mind would thus be trained for usefulness—how many Franklins and Henrys



would there be nourished to shine in the nation's coronet of worthies, how many Shermans thus fostered would rise from the shoemaker's bench to a seat in the Senate of this Union? How many a farmer's boy, how many an artizan's apprentice, how many a widow's daughter, how many an orphan child, would thus have brought within their reach the richest thoughts of the most gifted minds, and by the perusal of such works in all departments of literature and science enlarge their capacity for enjoyment and usefulness in all the walks of life? Whose soul does not kindle into rapturous delight at the bare contemplation of such results, and break forth in joyous approval and exclaim, yes, let these measures be deposited in every township in the State; let our youth have access to such fountains of wisdom, literature and science. Let such volumes enter every log cabin, and be found on every center table in Indiana.

There are in our ninety counties (Starke being unorganized and therefore not included), *eight hundred and seventy-two* townships. A fund that should furnish each of these townships with \$50 annually, must amount to \$43,600. The avails of the twenty-five cent poll-tax would be \$38,285.75. The seeming difficulty arising from this deficiency could be easily obviated by distributing the avails of the fund to the first applicants, until exhausted, and the next year giving the unsuccessful townships the precedence in the next annual distribution, should a larger number of townships apply at first than the fund would supply. The strong probability is, that there would be no such deficit, for the following reasons: The funds should be appropriated on condition that the township would raise a similar sum, by a tax or voluntary contribution as might seem best. It would require some time for all the townships to acquire such a knowledge and appreciation of the value of a good library



as would lead them to comply with the conditions. Therefore there would probably exist little or no inconvenience from the temporary deficiency in their fund. All would participate in the advantages of the plan equally, differing only in the time. If it should so occur, and it would not be at all improbable, that the fund would be adequate for the first two years, to meet all applicants, then, if need be, the third installment might be suspended till all the others had received their two. In this way the wants of all would be promptly met with no infringements of any's rights. In reference to the superiority of the township over the district library system, it will be sufficient to say that the former is far preferable for the following reasons. It is more *economical* because ten fold more works will be thus introduced into a given township, than on the district system. Suppose, for illustration, there are ten districts in a given township, and each purchases fifty volumes; their wants being similar, it would be a fair inference that a large proportion of their books would be the same, so that there might not be one hundred different works in the whole five hundred volumes purchased.

Again there would be a more *strict supervision and care* taken of a township library, because it would annually undergo the inspection of the township school committee. Again a *richer and more extensive* library would thus be furnished the citizens of the township, for, purchased under the supervision of their trustees, there would not only be a better selection, but its value would not be impaired by the multiplicity of duplicates. These are serious evils, which are inseparable from the district feature and which materially mar the New York district system. Let us profit by their experience. The township library plan is susceptible of such modifications as to secure the advantages of the district



scheme and avoid its most prominent and radical defects. Districts are more variable than townships both in number of youth, their age and attainments. A district may contain a large number of children at one time, and in ten years the number may be reduced one-half. The township system meets and obviates these infelicities completely, for the library is divided into as many divisions as there are districts in it and these divisions would necessarily vary with the number of children in the district. One of these divisions is placed in each district to remain one year, or longer, if deemed best and then transferred to another. These divisions will be regulated by the number of children and their progress, to a greater or less extent. Every year the youth of each district will have new works for their perusal and by this arrangement the object will be accomplished at an earlier period and at much less expense.

How highly would we all have prized in our boyhood, access to such a library as the proposed arrangement would place in every one of our *eight hundred and seventy-two* townships in Indiana. How many of you received the first impulses in that course that has brought you to your present elevation, from the perusal of some stray volume that fell in your way when boys? How many, who have subsequently risen to eminence in the church and in the State, will date their first aspirations after knowledge awakened by reading some narrative of Indian wars or border strife? Such has been the starting point of many a one, now an ornament to society, a blessing to the land. Might we not hope that a similar result would follow from a like cause in our own beloved State? Are there not latent orators, dormant statesmen, slumbering poets, unawakened worth of every grade, that would be roused to life and activity, to honorable fame and a useful life, by access to such a library as I have sub-



mitted to your inspection? Such a mine opened in every township would yield products more rich and lasting than the mines of California. To guard against improper works being purchased through ignorance or any other cause, the Board of Education should be required to furnish a list of works suitable for such libraries and the law should restrict the purchase to such. Indeed the whole matter of purchase could be better conducted by this board than by the township trustees. This board could make an arrangement with the publishers of those books embraced in their list of works, so that they might be lettered and numbered "Indiana School Library No.—" and annually procure and keep on hand at Indianapolis such quantities that whenever a township raised and forwarded the requisite sum, either through their trustees or the district superintendent, \$100 worth of books would be immediately forwarded without loss of time or risk in the transmission of funds or books. A large discount, at least twelve per cent., could thus be saved to the cause, clear of all expense.

#### BOARD OF EDUCATION.

To what association of men would the general supervision of the interests of our educational system be more wisely committed than to a body composed of the district superintendents? What would contribute more to inspire them with new zeal and increase their knowledge and efficiency, than an annual session of three or four days for annual conference? The general superintendent could avail himself of the opportunity to acquire much valuable information from their observation and experience and also impart of his stores to them. To them would naturally be committed the duty to attend by committee the annual examination of the normal schools which may be established in conformity with the action of the legislature. Who would be more competent to



make a proper selection of books for the township libraries, or determine the text books to be used in schools?

#### EXPENSES OF THE SYSTEM.

It is a maxim of well and admitted importance in the operation of our institutions that there should be strict accountability in every department. This cannot be effected without strict supervision. Does not the annual disbursement of *half a million* for educational purposes deserve that degree of attention which will ensure a wise appropriation and the proper discharge of duties on the part of all the functionaries of the department? Would not such a supervision save, absolutely save, twice the amount of the cost of supervision? Would not its influence be seen and felt in the superior education of the rising generation, in the elevation of the business of teaching to the rank and emoluments of a profession, in the diminished expense of the support of the poor, the suppression of vice, and more intelligent legislation and successful enterprise? Would it not be wise economy to pay the full value of such services and secure corresponding results? Would not the labors of a competent district school superintendent be as valuable to the community as the services of the district judge, and will not the appropriate discharge of the former's duties require as high degree of mental attainment and discipline as the latter's? If so, how can they be obtained, or why should they be sought for a less sum? If the general superintendent's services and responsibilities require a man of the first class of intellect and experience, why should he rank below the judges of the Supreme Court either in consideration or compensation? If we wish to give dignity and efficiency to our educational system, then let us commit its direction to competent men and secure the service of such by an appropriate compensation.



There is no class of public functionaries whose labors will be more arduous than those required of the Superintendent and his associates. Suppose that the State should be divided into fifteen districts, they would each average more than *fifty-eight* townships. The civil townships are larger than the congressional townships. While the latter contain thirty-six square miles, the former will average more than forty square miles. I have not sufficient data to determine with accuracy the average number of school districts in each. But suppose they contain eight on an average; then each District Superintendent will have a field of labor embracing *fifty-eight* townships containing *four hundred and sixty-four* school districts. His term of office should be of such duration as to justify the relinquishment of other employments to enter one demanding an amount and kind of labor, that could not be performed with satisfaction to himself and his constituents, or to the best advantage of his youthful charge, without more than a two years' experience. It is a matter of deep regret that the constitutional term of the General Superintendent's office is only two years. There is reason to fear that the educational cause will suffer from the brevity of the official life of its head. Who would undertake the labor, assume the responsibilities and make the sacrifices involved in the faithful discharge of the duties of that office, with the zeal and energy requisite to success, without some pledge that his official life should be sufficiently prolonged to justify a fair experiment? Should the courtesy of a selection irrespective of party or sectarian consideration be accorded to the office, the incumbent might, perhaps, be authorized to regard it as an assurance that his efforts and plans should be candidly appreciated, and a sufficient period afforded for a full and fair development.



## CONSOLIDATION OF FUNDS.

The requisitions of the Constitution and the recommendations of the Governor, in his recent message, indicate the path of duty on this point. I rejoice that your minds are relieved on this subject, while at the same time a fair and legitimate inference from that settled question, would remove all doubt as to the constitutional obligation resting on the legislature to distribute the avails of all State funds raised by taxation, on the same basis. The consolidation of the funds and the appropriation of their income and the amount of a State school tax, without regard to township lines and county boundaries, is a consummation that affords matter for profound rejoicing on the part of every friend of education. The former condition of the funds was an obstacle of formidable character in the way of success, which greatly embarrassed the plans and perplexed the minds of the friends of educational progress. Their consolidation and investment in State bonds, as suggested by the Governor, by which more than \$20,000 would be annually saved, as it appears from the Auditor's report, would be a result worthy to be hailed with rejoicing, and regarded as a pledge of better days.

In closing this sixth and last educational address, it is a matter of no slight satisfaction to perceive that the subject of this, and its humble predecessors, has awakened an interest and secured a degree of public attention that warrants the expectation of more intelligent legislation and efficient action in future. These efforts, now brought to a close, feeble and imperfect as they may be—and they have been made under very unpropitious circumstances—I wish to be regarded by you and my fellow-citizens at large, as a *free will offering* to the cause of common school education, and as some faint expression of my desire for the elevation of the masses, the



instruction of the youth of our State, and the highest welfare of the rising generation. As they were commenced with no sinister purpose to subserve, so they are now terminated with no aspirations for office. I shall deem myself richly rewarded if they may afford you any assistance in consummating the object contemplated, or have contributed, in any humble degree, to produce the change that has come over the public mind on the subject of popular education since the period of their first issue. I close with the greater satisfaction from the conviction that this subject will hereafter receive a due share of executive recommendation and legislative attention, and that it will become the duty of some one more competent to the task, more favorably situated and duly authorized, to present its claims and advocate its progress.

ONE OF THE PEOPLE.

December 10, 1851.

## APPENDIX.

The following extracts from Mr. Barney's Report will show the views entertained by distinguished friends of education in various parts of the country. John H. Shaw, Esq., Chairman of the School Committee, Nantucket, Mass., thus writes: "None now question the utility of the High School, which is very great, not only in furnishing a great number of our children with a superior education, but also in stimulating the children in the other schools with the hope of promotion to the High School. At the commencement of this school, some of our good people did oppose it; some, no doubt, who did not wish to pay the tax; but they were few, and now not to be found. It is now generally conceded, that no money is better expended than that which now supports our public schools."



L. Andrews, Esq., Superintendent of Public Schools, Massillon, Ohio, says: "Our free schools seem to be popular because our citizens consider them the *best* schools they ever had, and because they now educate *all* the children of the town at a *less* expense than they formerly educated a *part*. Our heavy tax payers generally favor the schools; indeed, some of their most active supporters are large-hearted wealthy men, who have no children to send to school."

S. G. Mead, Esq., Chairman of School Committee, Brattleboro, Vermont, remarks: "There is among our citizens a very strong and, I may say, growing attachment to our school system. The schools under the new plan have made their *mark* upon the character and the intellects of our youth, and we have no doubt of their decided effect in raising the value of real estate in our place. Many families have come to reside among us professedly with the view to enjoy the benefits of these schools. Our new system had not been in operation a year, before all the private schools in the town disappeared, and such has been the success of the system that we have never had nor felt the need of any other than the public schools among us. It is found that our schools now cost less than the same number of common schools of the old stamp, taught by males one-half the year, and by females the other half; to say nothing of the private schools that were saddled upon us—from the whole expense of which we have been relieved by the new system."

Spencer Smith, Esq., Superintendent of Public Schools, St. Louis, Mo., says: "At the last election, concerning the tax for the support of our schools, there was very little opposition, and less from the *rich* than the *poor*."

Another gentleman residing in an eastern city, in which they have had a Central High School for the last twelve years, writes as follows: "In regard to the feelings of our



heavy tax payers, respecting our public schools, and the high school in common, if not in particular, I have to state that one of our citizens, who pays an annual tax of some \$1,300, said to me a few days since: 'I pay my proportion of the school tax as cheerfully as I pay for my dinner.' The Chairman of our School Committee is one of our heaviest tax payers. Our wealthy citizens think it cheaper to support schools than jails, and while we have comfortable school rooms *well filled*, we have old dilapidated jails *entirely empty*."

The following table, prepared for and published in my third annual address, may be of service in demonstrating to every candid mind that a two-mill tax would be a *great relief* to a very large majority of the tax payers of Indiana, in the education of their children. It exhibits the number of tax payers, resident and non-resident, in nine counties, being *one-tenth* of the whole number in the State, and they are above a general average:

COUNTIES	Whole number of taxpayers	Number who pay on \$500 and less.	Number who pay on \$1,000 and less.	Number who pay on \$2,000 and less.	Valuation per Auditor's Report Nov. 6, 1847.
Clay .....	1844	1399	294	116	\$ 763,831
Owen .....	2599	1938	391	199	1,142,573
Vigo .....	3208	2007	539	486	2,871,915
Parke .....	3410	2230	545	415	2,113,610
Jennings ....	2700	2080	316	142	918,389
Washington .	3764	2322	648	522	2,534,000
Hendricks ...	3332	2082	657	431	1,863,479
Putnam .....	3697	2243	687	564	2,425,120
Johnson .....	2813	1538	559	488	2,095,632
	27381	17939	4636	3363	\$16,728,549



Of these 27,381 tax payers, 17,939 pay on \$500 down to a simple poll, being but a small portion less than *two-thirds* of the whole, and more than *seven-ninths* pay on \$1,000 and less.

The following schedule illustrates the disparity between the property and the number of tax payers in *rich* counties and the property and the number of tax payers in poor counties. The injustice of any other mode of assessment of taxes than a State tax, and the distribution of its proceeds on the basis of the number of children between lawful school ages, becomes manifest upon a moment's inspection of this table:

COUNTIES	Whole number of taxpayers	Number who pay on \$500 and less.	Number who pay on \$1,000 and less.	Number who pay on \$2,000 and less.	Valuation for 1847.
Clay .....	1844	1399	294	116	\$ 763,831
Owen .....	2599	1938	391	199	1,142,573
Jennings .....	2700	2180	316	142	918,389
	<hr/> 7143	<hr/> 5517	<hr/> 1001	<hr/> 457	<hr/> 2,824,796
Wayne .....	6643	3668	420	301	4,956,662
Marion .....	5359	3004	885	700	3,997,735
	<hr/> 12002	<hr/> 6672	<hr/> 1305	<hr/> 1091	<hr/> \$8,936,397

By dividing the valuation of property in each of these two classes of counties, by the number of tax payers in each, we reach a result which shows the inequality of all *local* taxation for purposes of *general* public concern and welfare. Each tax payer in the rich counties would have the benefit of the tax arising from \$744, on an average; while each citizen of the poorer counties must content himself with the avails of a tax on only \$395 for educational purposes. Such injustice,



I trust, is too palpable to find an advocate in any honest man, and too gross to be palmed on any intelligent constituency.

The following tabular exhibit of the census of 1840 and 1850 will not be devoid of interest to the friends of education.

The population of the State in 1840 was 685,866. Of this number 268,052 were over *twenty* years of age. Our population in 1850 was 990,258. Of this number there would be, by a similar proportion, 387,015 over twenty years of age. This number divided by 75,017, the number reported by the last census unable to read and write, would show that only one-tenth less than a *fifth* part of our adult population are unable to read their ballots or write their names! Our literary *progress* during the last decade stands thus:

	Population.	Over 20 yrs.	Unable to read and write.	Proportion.
1840 .....	685,866	268,052	38,100	7
1850 .....	990,258	387,015	75,017	5.1

A result of very significant import!

The proportion of those over twenty years of age to the whole population is about 2.56; hence to find the number in any county over twenty years of age, divide the whole population by 2.56. This quotient, divided by the number over twenty years of age unable to read and write, will show the rank of each county above or below our literary zero, or general average.



## TABULAR EXHIBIT OF THE CENSUS OF 1840 AND '50.

COUNTIES	Population in 1840	Adults over 20 years of age un- able to read and write.	Population in 1850	Adults over 20 years of age un- able to read and write.
Adams .....	2,264	180	5,774	161
Allen .....	5,942	160	16,921	629
Bartholomew .....	10,042	649	12,832	1,125
Blackford .....	1,226	55	2,864	155
Benton .....	Unorganized		1,144	96
Boone .....	8,121	31	11,629	828
Brown .....	2,364	122	4,846	879
Carroll .....	7,819	400	11,025	1,009
Cass .....	5,480	457	10,922	117
Clark .....	14,595	676	15,836	977
Clay .....	5,567	738	8,134	382
Clinton .....	7,508	87	11,871	1,032
Crawford .....	5,282	389	6,318	905
Daviess .....	6,720	667	10,354	1,173
Dearborn .....	19,327	78	20,165	1,317
Decatur .....	12,171	151	15,100	1,288
DeKalb .....	1,968	75	8,257	605
Dubois .....	3,632	532	6,230	452
Delaware .....	8,843	366	10,976	1,069
Elkhart .....	6,660	114	12,903	1,070
Fayette .....	9,837	494	10,140	549
Floyd .....	9,454	642	14,876	1,022
Fountain .....	11,218	874	13,260	1,457
Franklin .....	13,349	65	17,914	422
Fulton .....	1,993	Not reported	5,864	487
Gibson .....	8,977	1,044	10,782	1,343
Grant .....	4,875	321	11,092	1,238
Greene .....	8,321	740	12,247	1,513
Hamilton .....	9,855	1,271	12,686	1,422
Hancock .....	7,535	330	9,714	646
Harrison .....	12,459	419	15,538	85



Hendricks	.....11,264	924	14,077	1,333
Henry	.....15,128	495	17,668	1,218
Howard	.....Unorganized		6,667	157
Huntington	.....7,579	131	7,850	583
Jackson	.....8,961	1,412	11,030	1,498
Jasper	.....1,267	Not reported	3,424	191
Jay	.....3,863	395	7,051	422
Jefferson	.....16,614	123	23,931	1,533
Jennings	.....8,829	Not reported	12,541	562
Johnson	.....9,352	584	12,228	496
Kosciusko	.....4,170	364	10,243	1,105
Knox	.....10,657	643	11,086	814
Lagrange	.....3,664	162	8,424	134
Lake	.....1,468	7	3,991	130
Laporte	.....8,184	268	12,169	613
Lawrence	.....11,782	1,085	12,210	1,135
Madison	.....8,374	332	12,497	1,135
Marion	.....16,080	194	24,289	999
Marshall	.....1,651	62	5,348	416
Martin	.....3,875	620	5,955	1,131
Miami	.....9,348	251	11,349	1,131
Monroe	.....10,143	9	11,283	1,000
Montgomery	.....14,438	1,058	18,227	1,233
Morgan	.....10,741	Not reported	14,654	1,362
Noble	.....2,702	182	7,948	371
Ohio	.....Unorganized		5,310	37
Orange	.....9,602	1,167	10,818	1,468
Owen	.....8,359	793	12,040	1,126
Parke	.....13,499	1,314	15,049	1,104
Perry	.....4,655	574	7,251	1,101
Pike	.....4,769	695	8,099	1,101
Porter	.....2,162	15	5,250	264
Posey	.....9,683	Not reported	12,367	1,469
Pulaski	.....561	41	2,595	173
Putnam	.....16,843	1,021	18,612	2,134
Randolph	.....10,684	333	14,694	453
Ripley	.....10,392	208	14,822	2,075
Rush	.....16,456	1,789	16,445	1,600
Scott	.....4,242	470	5,889	900



Shelby .....	12,005	878	15,446	1,985
Spencer .....	6,305	700	8,664	1,021
St. Joseph .....	6,425	383	10,904	278
Starke .....	149	5	558	88
Steuben .....	2,578	51	6,107	761
Sullivan .....	8,315	543	10,163	755
Switzerland .....	9,920	18	12,953	126
Tippecanoe .....	13,724	1,246	19,269	547
Tipton .....	8,017	200	6,881	97
Union .....	Unorganized		3,534	467
Vanderburg .....	6,250	198	11,415	147
Vermillion .....	8,274	265	8,601	718
Vigo .....	12,076	666	14,693	1,709
Wabash .....	2,756	224	12,109	822
Warren .....	5,656	465	7,423	284
Warrick .....	6,321	715	8,822	343
Washington .....	15,269	1,332	17,088	1,292
Wayne .....	23,290	42	25,900	1,065
Wells .....	1,822	230	6,152	590
White .....	1,832	15	4,760	421
Whitley .....	1,237	79	5,190	341

It may be a matter of some satisfaction to the friends of common schools in after years to refer to the history of our progress and the character of our educational votes. The first step taken was to submit the question, in August, 1848, to each man, at the ballot box: "Are you in favor of free schools?" The result was as follows:

For Free Schools, by counties.....	59
Against Free Schools, by counties.....	31
For Free Schools, by individuals.....	78,523
Against Free Schools, by individuals...	61,887
Aggregate of the popular vote.....	140,410
The affirmative vote by counties represented .....	\$76,519,668
The negative vote by counties represented .....	48,100,323



On this basis, the owners of \$76,519.668 worth of property, being more than *six-tenths* of the entire wealth of the State, say "We are willing to be taxed to support Free Schools. We believe it to be a good investment and are willing to take the stock." *Third annual Address.*

The school law that was enacted at the session of 1848-9 was submitted to the people by counties for adoption, and the result was its acceptance by the following vote:

For the School Law, by counties.....	61
Against the School Law, by counties.....	29
For School Law, by individuals.....	79,079
Against School Law, by individuals.....	63,312

A large number of the twenty-nine counties voting against the School Law, on its first submission, has since adopted it, so that there was but a small number still persisting in their rejection of it on the adoption of the new constitution.

THE END.



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## GENERAL INDEX

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